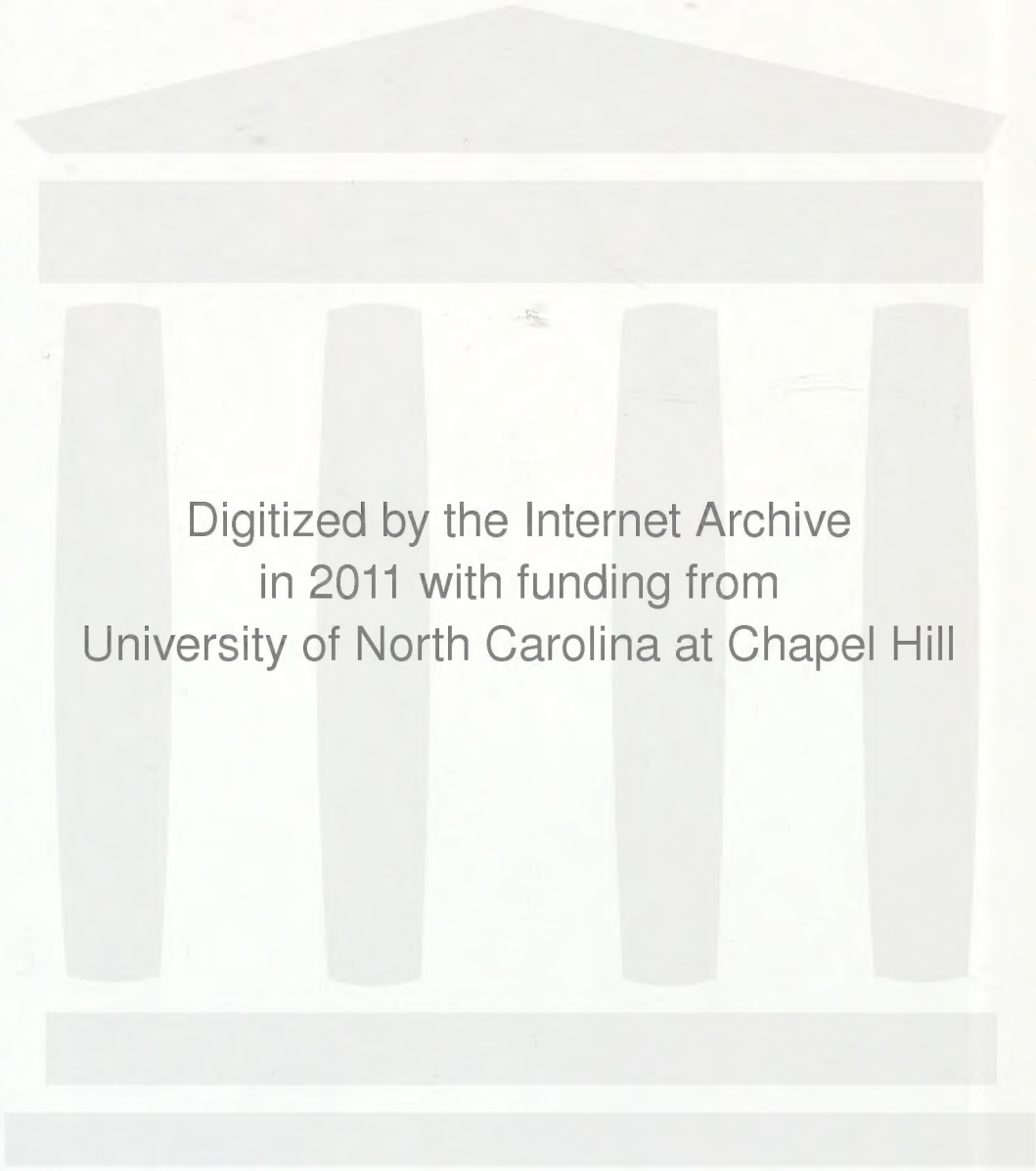
ALUMNI JOURNAL
GUILFORD COLLEGE
1967-70

ALUMNI OFFICE



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ALUMNI JOURNAL

GUILFORD COLLEGE BULLETIN

Vol. LX February 1967 No. 2



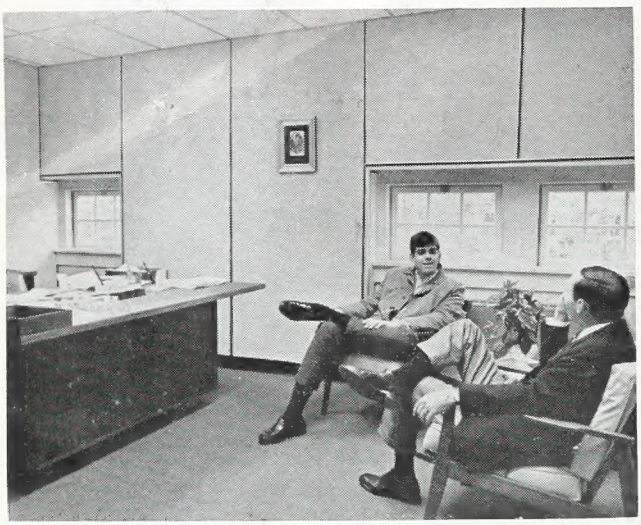
MAIN FOYER — NEW GARDEN HALL

Focal point of the main floor foyer is a portrait of Nathan Hunt, an outstanding Quaker leader and a prime mover in the founding of Guilford College.

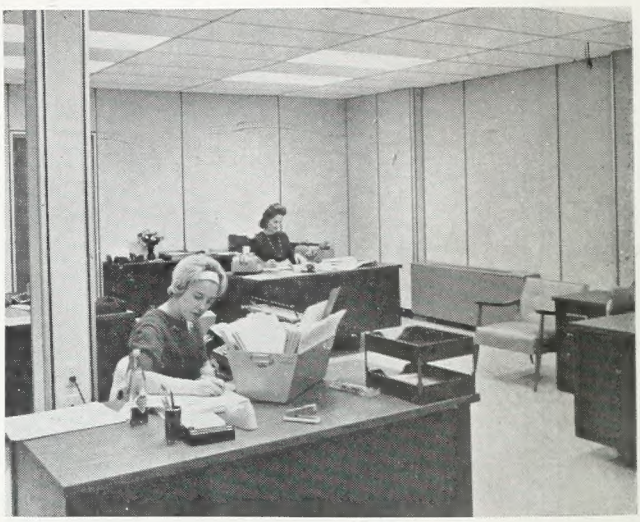
New Garden Hall

Guilford's New Administration Building

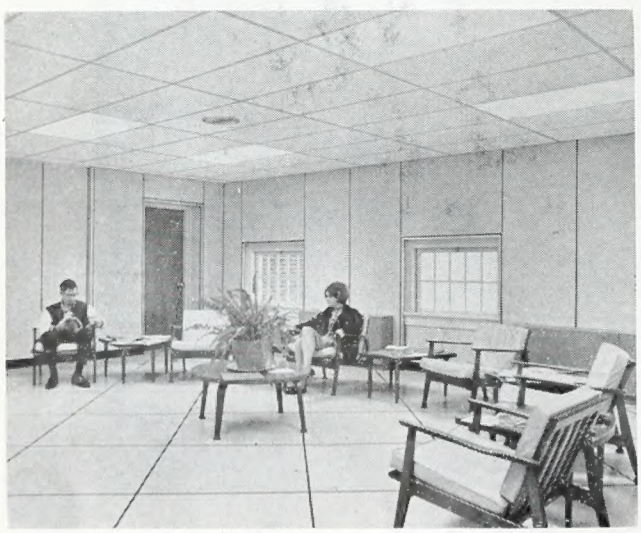




A typical office shows Dean William Lanier in conference with a student.



The business operations section on the first floor of New Garden Hall.



The spacious third floor lobby where students and parents may wait in comfort for appointments with the Deans or Admissions Office.



The first floor foyer which serves both the business operations section and the registrars section.



Said by several old-timers to be the most outstanding dormitory decoration in memory was Mary Hobbs' "Truly the End Zone."



Winning men's dormitory in Homecoming Decoration contest was Center Section, Cox Hall.



"Press the Hose" (re Presbyterian Blue Hose) was theme of winning float entered by Downtown Campus.

Homecoming 1966

Homecoming '66 will be remembered as a dark, dreary, and rainy day. It will be remembered also for the disappointing loss by the Quaker football team to Presbyterian 23-16.

However, the occasion was brightened by elaborate campus decorations, floats, contestants for the title of Homecoming Queen '66, and hordes of happy Guilfordians. Pictures included here will tell the story in part.

A reception for alumni was held in newly opened New Garden Hall by Grimsley and Lois Ann Hobbs following the football game, and the annual Homecoming Dance terminated the day's activities. A morning coffee hour was held in the lobby of New Garden Hall at 10:30 a.m., and campus decorations were viewed from 11:30-1:30. A parade through the Guilford College shopping and business districts at 1:30 featured the Northeast Guilford High School band, candidates for Homecoming Queen, and floats from dormitories.

Mary Hobbs and Cox Center Section won the dormitory decoration contest for women's and men's residence halls. The Downtown Campus, with its first entry, won the Best Float award.

President Hobbs welcomed the crowds at halftime during the football game. Alumni President John Haworth 47, scheduled to speak also, was hospitalized and unable to attend. Added excitement for the occasion was the appearance of Governor Robert McNair of South Carolina, whose son performs for the Presbyterian team.



Miss Mary Cole, senior from Statesville (center), was named Homecoming Queen.

GUILFORD COLLEGE BULLETIN

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ALUMNI JOURNAL NUMBER

Editor
DAVID W. MORRAH, JR.
Photographer
David Nicholson '50

ALUMNI ASSOCIATION OFFICERS, 1965-66

President ..... John Haworth '47
Vice-President ..... Elizabeth Gilliam Parker '37
Secretary ..... Gene S. Key '51
Treasurer ..... Marion Ralls '48

Executive Committee: Alice White Mendenhall '08, Sara Richardson Haworth '17, Hazel Armstrong Valentine '17, Waldo Woody '33, Seth C. Macon '40, Doris Coble Kimmel '46, Mary Nell Parker '59, Jack Tilley '49, George Ralls '50, J. Howard Coble '53, Emily Warrick Privott '56, William B. Smith '60.

Executive Committee, Ex Officio: Katherine C. Ricks '04, Era Lasley '13, Charles C. Hendricks '40, John Googe '50.

Baumbachs Report Summer Activities

As in several years past, Lois and Carl Baumbach spent last summer in Mexico as leaders of a group for the American Friends Service Committee. Their location was in Tecozautla, Hidalgo, approximately 150 miles northwest of Mexico City.

There were eight young men and ten girls in their group, representing Canada, Germany, Mexico, and the United States. The men assisted in the construction of a dam and well, both for irrigation in the semi-arid desert region. The girls conducted classes in cooking and handicrafts, assisted during recreation hours in several schools, administered a children's library, and held daily home visitations. Two of the girls, one a trained nurse from Vancouver, British Colombia, and the other a student nurse, assisted in the clinic. Both men and girls taught afternoon and evening classes for adults in English and Mathematics.

A highlight and exciting activity was the participation of the group in the dedication of fifteen new schools in a thirty mile radius, and the subsequent assistance in teaching in some of those schools until they could be staffed. Unfortunately, the summer AFSC project terminated before permanent teachers could be found for several of the schools. While steady progress is being made by the Mexican government in providing building facilities for educational purposes, there is a continuing shortage of teachers and trained personnel to enforce compulsory education.

Class Agents' Day Launches Loyalty Fund Drive

A sunny autumn morning greeted more than 80 alumni and friends of Guilford College on Saturday, November 5. The occasion was Class Agent's Day, officially inaugurating the start of the class approach to annual giving—the 1966-1967 Loyalty Fund Drive.

Agents from Greensboro, High Point and Winston-Salem were in the majority, but some agents drove from distant points in North Carolina and from neighboring states. The College and the alumni association were hosts for the day's program that included a coffee session and tour of the new administration building, a workshop, and a luncheon meeting, adjourning in time for the football game matching the Guilford College Quakers with C. W. Post College of New York.

Presiding at the workshop session and the luncheon meeting was Seth C. Macon '40 of Greensboro, N.C., member of the Greensboro Advisory Board to Guilford College and the Executive Committee of the Guilford College Alumni Association, who stressed the importance of the forthcoming drive by stating:

"A Loyalty Fund program which will produce $25,000 annually to Guilford College is worth as much to the College as the net annual income from a gift of one-half million dollars. It is, in fact, worth a lot more, because it will result in more people becoming actively involved in the college program. Actually, $25,000 is merely a starting place. If we can really consolidate the interest of the various groups (of the college's constituencies) and get the various groups working together, the Loyalty Fund can grow to a much bigger annual figure."

Macon introduced Mrs. George (Elizabeth Gilliam) Parker '37, vice-president of the alumni association and 1966-1967 chairman of the Guilford College Loyalty Fund, who told of the year's plans. "New equipment has been acquired which will make selective mailings much easier," she said. "We would solicit your help in helping the Alumni Office get their files up-to-date with proper addresses, zip-codes, so as to expedite the lists of alumni by class years and geographical areas."

Al Wheeler, Director of Development, and Gene Key, '51, Alumni Secretary, spoke about the details of the Class Agent's job. After stressing the importance of the personal signature and post scripts of each agent, Al Wheeler said, "particular care will be taken to maintain a personal relationship between the contributor and the College. Nowhere is greater emphasis placed in this area than in acknowledging

(Continued on next page)



Ed Mendenhall, college trustee, speaking to class agents, predicts success for undertaking.



Elizabeth Gilliam Parker '37, Alumni Vice-President and predicts success for undertaking.

contributions to the Loyalty Fund. Class Agents are encouraged to add their thanks also to the donors from their class."

College trustee Ed Mendenhall and president Grimsley T. Hobbs, speaking at the 12:00 luncheon in Founders Hall, expressed the College's deep appreciation for the agents' help in the Annual Giving Program. Adding encouragement, Ed Mendenhall said, "Here and now, without reservation, I predict success for this undertaking—success that will bring increasing benefits to Guilford College this year and the years to follow."

Mr. Charles A. Dukes, assistant vice-president of Duke University and nationally known fund raising consultant, was the principal speaker. His remarks to the Class Agents and other guests at the luncheon follows:

Never before has education been as important to mankind. There are more people with two degrees today than there were with one higher education degree thirty years ago. Thirty or forty years ago three per cent of the college-age population went to college. Today between thirty and forty per cent are continuing ther education[1] Education seems to be the answer to almost everything, including poverty.

There are three basics—family, religion, and education — if one is to reach fulfillment as we know it in our American way of life. Each complements and supplements the others. So it is with the college family. All members of the family have a special part to play and it is only when they understand their roles that education takes its rightful place of leadership and makes its greatest contribution.

There are four members of the college family; the

1. *Giving USA*, pages 13 and 32

(Continued on page fourteen)

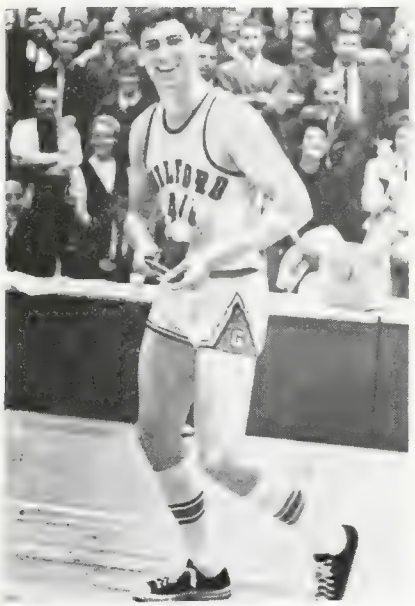


Seth Macon '40, who presided at Class Agents' Day, visits with George Parker '35, and Era Lasley '13.

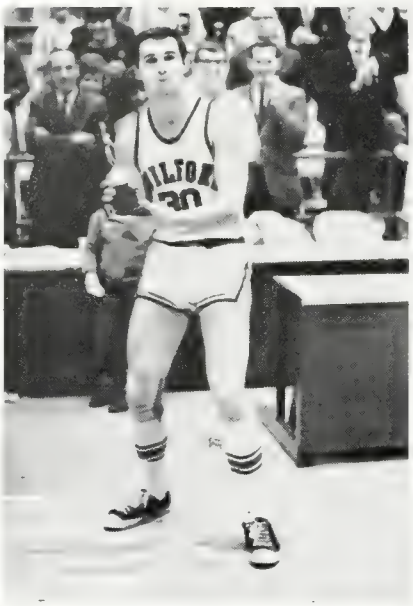


Hostess Helen Thomas, Sol Kennedy '49, Ernest Scarboro '33, and C. Gurney Robertson '18, college trustee, visit during Class Agents' Day.

On the Quaker Sports Front



Kauffman



Bregard



Trophy Presentation

BASKETBALL

The Guilford College Quakers were champions of the Gate City Classic, played in Greensboro Coliseum in December. Above are Junior Bob Kauffman and Sophomore Bob Bregard, named to the All Tournament team; and Senior Captain Wayne Motsinger receiving trophy from Greensboro Record Sports Editor Earl Hellen. Kauffman is judged by area coaches and sports writers to be an All-American candidate.

The team that many say is better than last year's District 26 Champions has had its difficulties, although it holds an impressive 15-2 record (11-1 in the Conference race). Coach Steele cited the need for more back court strength as the season began, then lost Tom Loftus, junior guard.

However, musical chairs has been the name of the game that has sustained the Quakers. Ed Fellers, 6' 5" reserve forward last year, has moved into a starting guard position. When trouble has arisen at the front line, Fellers switches to a forward post—or if big Bob Kauffman doesn't need relief, John Brooks has occasionally received the call. Captain Wayne Motsinger, senior guard, has supported Fellers at the guard post. The play of Fellers, Brooks, and Motsinger are in no small measure responsible for the Quakers' record this far.

FOOTBALL

The Guilford College football team again played bridesmaid in the powerful Carolinas Conference race, finishing a half game behind Co-Champions Presbyterian and Lenoir Rhyne. Their conference record was 4-2-1; their total record 5-4-1. Two of their losses were to nationally second-ranked C. W. Post, and to Samford University, also a nationally ranked team.

The Quakers earned wins over Elon, Lenoir Rhyne and Catawba, and over Appalachian for the first time in history. Conference losses were to Presbyterian and W. C. C. The Newberry contest ended in a tie.

Quaker senior, Ronnie Winslow, was again named to the All-Conference team, along with Allen Brown and Henry McKay.

NEW SPORT

Intercollegiate wrestling has been instituted at Guilford College, and indications are that it will become an exciting and popular sport.

Coaching the team is Arthur Bluethenthal of Greensboro, former collegiate wrestler at UNC-Chapel Hill. Coach Bluethenthal's charges have lost their first three matches—two to Wesleyan, and one to Wilming-

ton. Two of the matches were disappointing, according to the mentor, as "we could have won them with a little luck—both were decided by the last match." The scores were 23-12, 17½-12½, and 21-14.

However, Coach Bluethenthal sees good potential, and feels that progress has been made in a short time. The team is by and large a freshman team. Increased interest promises to bring out additional aspirants for each weight. And two members, Perry Benbow and Warren Stewart, are undefeated in the first three encounters.

Stuart Maynard Honored

Many honors have come to Guilford College Baseball Coach Stuart Maynard '43 during the past year—recently, the Greensboro Daily News named Stuart "North Carolina College Coach of the Year." He was trailed by such notables as Duke basketball coach Vic Bubas, and Wake Forest football coach, Bill Tate. Stuart, whose baseball Quakers finished fourth in the nation, was named National Coach of the Year, NAIA.

He was further honored by being named speaker at the opening session of the NCAA Baseball Clinic in Houston, Texas, held January 6, 7, 8. His address "Organizing Practice—One Coach, One Field," was distributed to college coaches throughout the United States.

From . . . . V. R. and Ruth Levering White

"MACHU PICCHU. Our last trip, not connected with going to see our children and ten grandchildren, was in May and June, 1966. We were on the Grace Liner, Santa Magdalena, which goes through the Panama Canal, stopping at ports in Colombia, Equador and Peru.

"We flew from Lima to Cuzco, the old Inca capitol, high in the Andes. It is the first time we have had discomfort from altitude. While there we also visited the remarkable Inca lost city of Machu Picchu, Peru. The Spaniards never found it, so it is thought the Inca kings hid the Sun God maidens here. Only the bones of women and children have been found among the magnificent stone walls which still stand as testimonials to their lost art.

"Machu Picchu was discovered by a Yale professor, Hiram Bringham, in 1911. We went up 1600 feet from the river with 16 hairpin turns before it came into view, it is so well hidden in its high mountain plateau. A most thrilling experience.



John Pipkin Wins Prize

John Pipkin, '56, a member of Guilford's Religion Department is shown here (second from left) as he was awarded 2nd prize in the Sir Walter Raleigh poem contest sponsored by the Poetry Council of North Carolina for his poem "On Thunder at a Friend's Funeral."

His poem follows:

ON THUNDER AT A FRIENDS FUNERAL

I hope we have a storm the day
They meet to put my bones away.
A roll of heavenly drums is what I want
For my departure on that last, long jaunt—
Both to unveil Eternity to me
And to announce me to Eternity.
My soul might be too dulled to see
That vast, resplendent panoply;
Then, too, I'd like to know just how
It feels to make a cosmic bow.
If this should ask too much for one . . .
Perhaps a thin shaft from the sun . . .

The presentation was held in Asheville, N.C. at a meeting of the Council.

Dr. Robert M. Dinkel, Professor of Sociology at Guilford College, has been appointed to a three-year term on the Advisory Council of the Department of Sociology of Princeton University. He has also been appointed as referee for papers submitted to the magazine, *Demography*, published by the Population Association of America. He remains on the Board of Directors of the Population Reference Bureau, though retiring as Vice President.

In Memoriam



Chester M. Ryan

It is with sorrow that we have learned of the accidental death of Dr. *Chester M. Ryan* '42, on August 4, 1966.

Dr. Ryan had served during the past ten years as a guidance counselor in the Nyack Public Schools at Nyack, New York. Also, he was on the counseling staff of the Rockland Community College.

Dr. Ryan was graduated from Nutley High School, Nutley, New Jersey, and received his Bachelor of Science degree from New Jersey State Teachers College, Newark, New Jersey, in 1947. He was awarded the Master of Industrial Education degree by North Carolina State College, Raleigh, North Carolina, in 1953. Always keenly interested in industrial and vocational education and the training of teachers, Dr. Ryan continued his studies at the University of North Carolina, wrote his dissertation on "An Analysis of the Preparation, Selection and Training of Teachers in the Trade and Industrial Education Program of North Carolina with Implications for the Future," and earned his doctorate in September, 1964. He was a life member of the American Personnel and Guidance Association; a member of the New York State Counselors Association, the New York State Deans and Guidance Personnel Association, the Rockland County Counselors Association and Phi Delta Kappa.

Prior to his position in Nyack, Dr. Ryan had been coordinator of Diversified Occupations at Durham High School. He had served as a Lieutenant in the Navy during World War II in both the European and Pacific-Asiatic Theatres. He was a member of the Naval Reserve Corps following his active military service.

He is survived by his widow, Annie Evelyn Powell Ryan, Class of '40; two daughters, Mrs. Charles Goodrum, a senior at Woman's College; and Christina, 12, who resides with her mother at 207 Maple Avenue, Monsey, New York. Also, his parents, Dr. and Mrs. Carson W. Ryan of Chapel Hill; three brothers, and two sisters.

In Memoriam — Edith Sherrod

Edith Sherrod '05, who passed away last spring, was an interested member of the 50-Year Group of Alumni of Guilford College, serving as its President 1964-65. She was interested in the continuing project of the group which was the establishing of a Professorship named for former president, Raymond Binford. As chairman, she appointed a committee to work on the project, and she was herself a contributor. Some of her friends contributed to this fund in memory of her.

After attending Guilford 1904-05, she went to New England Conservatory of Music at Boston, Massachusetts, to further voice training. She had a beautiful voice and for ten years was soloist at her church, Wesley Memorial at High Point.

During World War I she served overseas as an Army Nurse. Later, she was an Instructor in the High Point Memorial Hospital of Nursing. Her interests were varied and wide. Her pastor said of her: "Edith never asked anyone to open a door for her. She knew that when you bring to such a door a readiness to exchange yourself for the treasure therein, the door opens of itself. Most of them were open to her."

In Memoriam — Jules Gilmer Korner, Jr.

Jules Gilmer Korner, Jr., 76, Class of 1906, a prominent native of Kernersville, N. C. and celebrated lawyer, writer, musician, and government official, died January 11 in Chevy Chase, Md.

Funeral was held at Moravian Church in Kernersville, where he was a member.

Korner received degrees in law from Trinity College, now Duke University, and attended Harvard Law School, where his musical background in violin and piano took him to the post of concert meister with the Harvard Orchestra.

After practicing law in Winston-Salem, Korner served as assistant general counsel of the Bureau of Internal Revenue in 1921. President Calvin Coolidge appointed him to the U.S. Board of Tax Appeals, later named the Tax Court of the United States, where he was elected chief before resigning in 1931.

He also was author of a book about his native town, *Joseph of Kernersville.*

Survivors include his wife, Susan Brown Korner of Washington; son, Jules Gilmer Korner III of Washington; a sister, Mrs. Drewry Lanier Donnell, Sr., of Oak Ridge.

In Memoriam — C. Elmer Leak



C. Elmer Leak, one of Guilford's most distinguished alumni and one of its greatest benefactors, died on January 12 after an illness that began in early November.

C. Elmer Leak was graduated from Guilford in the Class of 1902. At Guilford he was especially active as an orator, editor, and athlete. During his junior year, as a member of the Henry Clay Oratorical Society, he won first place with an oration titled "Technical Education," and in his senior year was one of the few students selected to speak at the commencement exercises. The subject of his commencement oration was "New Home of American Industries." Mr. Leak was co-editor of the Guilford monthly magazine, *The Collegian,* and a member of the varsity football team. In addition, he belonged to the Literary Society and Opera Society. While at Guilford College, Mr. Leak met the girl who was to become his wife, Cammie Lindley, who was a student in the college preparatory department.

After leaving Guilford, Mr. Leak studied electrical engineering with the General Electric Company, after which he returned to Greensboro and established an electrical business. Although he was successful in this work, he decided in 1911 to accept a position with the Security Life & Annuity Company of Greensboro which became a part of Jefferson Standard Life Insurance Company in 1912. His first position with Jefferson Standard was that of clerk at the age of 29. In 1920 he became Assistant Secretary and was elected Secretary of the company in 1931. In 1932 he became Vice-President and in 1947 was elected Executive Vice-President, a position he held until his retirement in 1951. Mr. Leak was instrumental in the construction of the Jefferson Standard building, having been responsible for the vast details in connection with its erection. He was elected to the Board of Directors of Jefferson Standard in 1927 and continued to serve as a member of that board. He was also a member and vice-chairman of the Finance Committee, and a member of the Executive Committee.

Mr. Leak led an active life in civic affairs. He was a charter member and past president of the Greensboro Civitan Club. He was also a member of the Masonic Order and a 32° Mason and Shriner.

Elmer Leak was noted for his generosity and for his support of all worthy causes. His special interests were West Market Street Methodist Church of Greensboro and Guilford College. He was a lifetime member of the West Market Street Methodist Church Board of Stewards and in 1965 made a gift of $100,000 to his church. His substantial contributions to Guilford in recent years will make possible a new audio-visual center at the college. This center will be located in the completely renovated Duke Memorial Hall. Its cost is estimated at approximately $100,000 and it will be known as the Cammie and Elmer Leak Audio-Visual Center.

Mr. Leak is survived by a daughter, Mrs. Theodore H. Lind, of Greensboro; a son, Clarence E. Leak, Jr., of Detroit, Michigan; four grandchildren, and three great-grandchildren.

In Memoriam — R. L. Edwards

R. L. Edwards (Big Bob) '15, passed away on October 5, 1966, age 76 years. He was in the Class of 1915 at Guilford College. He was an outstanding athlete, and was a four-letter man.

A life-long resident of the Guilford College community, he was buried in New Garden Cemetery.

His daughter, Betty Gale Edwards Sikes, was a 1947 graduate.

In Memoriam—
Grace Taylor Rodenbough



Mrs. Grace Taylor Rodenbough, Class of 1917, and the only woman to represent Stokes County in the North Carolina General Assembly, died Sunday, January 8, at Baptist Hospital in Winston-Salem. She was 67.

Grace Rodenbough was an active and loyal alumna of Guilford College and served as a member of the Alumni Executive Committee from 1959 through 1965. Her dynamic interest in her alma mater was demonstrated through financial contributions, assistance in fund-raising campaigns, and in directing outstanding young men and women to Guilford as students.

After attending Guilford, Grace Rodenbough received the masters degree from WC-UNC, now UNC-Greensboro.

Mrs. Rodenbough was supervisor of instruction in the Stokes County school system for many years, and in the legislature she unflaggingly supported the cause of public education.

She was chairman of the special committee of the House of Representatives on the status of women in government in 1965, and urged that the state make more jobs available for women.

Mrs. Rodenbough was first elected to the State House in 1952. She won the seat every two years through 1964, serving in the sessions of 1953, 1955, 1957, 1959, 1961, 1963 and 1965.

During the 1953 session she was the only woman in the General Assembly.

She was in her third eight-year term as a trustee of the Consolidated University of North Carolina, and she also was on the board of governors of the Governor's School in Winston-Salem.

Survivors are her husband, Stanley Lee Rodenbough, Jr.; stepsons, Lee Rodenbough III and Charles D. Rodenbough, both of Madison; sisters, Miss Mary Taylor and Mrs. Luna Bradshaw, both of Danbury; Mrs. Mattie Sue Wilkinson of Beckley, W. Va.; brothers, Paul T. of Winston-Salem and Dr. J. Spotwood Taylor of Danbury.



David Nichols O'Steen, Guilford College senior and son of Mr. and Mrs. D. G. O'Steen, 1007 North Elam Avenue, has been awarded a Western Electric Fund Scholarship. The Scholarship, given each year usually to an outstanding Guilford science or mathematics student, pays all tuition and fees for the student and includes a grant to the college to cover instruction costs which exceed tuition charges.

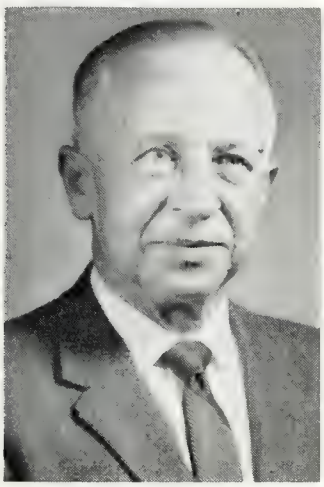
David is shown above (second from left) at presentation ceremonies with Mr. W. C. Gegenheimer, assistant manager in engineering, Western Electric Greensboro plant; J. R. Boyd, associate professor of mathematics at Guilford College; and G. K. Hoover, engineering department chief and Western Electric college relations representative.

With Guilfordians Everywhere

Elsie Mendenhall '07 recently visited her niece, Mrs. Mark C. S. Noble, Jr. at Rhode Island University. Mrs. Noble is a Fraternity House mother at the university, and is the daughter of the late Walter Hill Mendenhall, an honor student in Guilford's class of 1895.

Mrs. Mendenhall also visited *Mary Margaret Binford Bailey* '41, daughter of Guilford's second president, Raymond Binford.

Dr. and *Mrs. Algie Newlin* '21 departed November 3, 1966, for a two-and-a-half-month trip to Trinidad for a first visit with their daughter and son-in-law, Adrian and Eva Joan Bird.



Recently *Frank L. Crutchfield* '25 marked his 40th anniversary of service with Bell Telephone Laboratories. Past president of the New York chapter of Guilford Alumni, Crutchfield is currently involved in engineering and development work on telephone instruments as an engineer in the Transmission Systems Engineering Center.

Edward James Gehrke '40 has been named a claim specialist in the Fayetteville office of State Farm Mutual Automobile Insurance. The former Quaker tennis player now has a family and lives in Fayetteville, N. C.

Mary Ellen Gibbs '40 has been since 1961 the Elementary Supervisor of the Winston-Salem/Forsyth County Schools. In 1966 she assumed the position of coordinator of Special Education for the Winston/Forsyth system.

Josephine Swift '41 Lord has just returned with her husband Charles and their 14-year-old son Ronald from mission service in Rhodesia. The Lords are working in education in Rhodesia and will spend their year's furlough in the states studying and speaking about their work for the United Church of Christ. The Lords' two daughters, Donna 16, and Libby 18, have been attending Friends Boarding School in Barnesville, Ohio, for the past two years.



Grace Beittel '41 Barrickman has been appointed assistant comptroller at Strawbridge & Clothier, a major department store in Philadelphia. Grace has been associated with Strawbridge in the Personnel and Accounting divisions since her graduation.

Kingston Johns, Jr. '44 received his M.A. and Ph.D. degrees from Cornell University. After holding the position of Financial Aid Officer at N. C. State University for several years, he joined the staff of the Southern Regional Office of the College Entrance Examination Board in Sewanee, Tenn., as assistant director.

Recently *William P. Danenburg* '48 was appointed assistant dean of the College of Education at the University of South Florida in Tampa. The university is reputed to be the first major state university to be planned and built in the twentieth century, and its president, John S. Allen, was a student of Dr. Clyde Milner at Earlham College.

Horace Haworth, Jr. '48, former Guilford gridiron star, has been appointed a sales representative of the Connecticut Mutual Life Insurance Company. He will be associated with the Wayne B. Glasgow agency in Nashville.

From *Eleanor Corneilson* Rice '50:

"The Rices are fine. Right now we're putting a two-story addition on our old 100-year-old house. Lisa is in third grade, Linda in first, and I'm teaching fourth grade.

"I enjoy hearing about Guilford from the N. Y. Yearly Meeting friends who are there. It's good to hear how happy they are.

"Some day I'll bring the family for a visit."

The Rices live at 192 Old Niscayena Road, Latham, N. Y.

John W. Googe '50, past Alumni Association president, has received the Midland Mutual Life Insurance Company's National Quality Award for 1966—the seventh year he has been a recipient.

On August 28, *William L. Yates* '53, Director of Planning Services of the Greenville, S. C. Hospital System, was advanced to membership status in the American College of Hospital Administrators in Chicago. The organization has 6,900 U. S. and Canadian hospital officials as its members.

On August 23, 1966, *Anne Newton* '54 was married to Sq. Leader Eric Paisley, R.A.F. Eric is a native of Aberdeen, Scotland ,and is attached to the British Embassy in Washington, D. C. Anne is a school psychologist with the Arlington County, Virginia, public schools.

Marvin '54 and *Lura Jane Carroll* '55 *Southard* are now working for the Baptist Extension Convention of North Carolina as they institute a weekday church program for all ages, and maintain a regular pastorate in Spray, N. C. The Southards hope all Guilfordians who come to Spray will visit them.

Lt. Cmdr. Maitland Freed '55 is one of the four Naval Justice School staff officers to receive a letter of commendation from the Navy Judge Advocate General for helping to establish a separate curriculum for lawyer students.

Catherine Neal Hartman '55, her husband, son David, 3, and daughter Carol, 7, live in Chicago, where Mr. Hartman is working on his Ph.D. in Systematic Theology at Northwestern University. The Hartmans also have a pastorate at Highland Avenue Methodist Church in Chicago.

Howard Haworth '57, assistant sales director and coordinator of upholstery operations of Heritage Furniture Company, has been elected a member of the board of directors of Heritage, a division of Drexel Enterprises, Inc. He and his wife Patricia have two daughters.

William Guest '58 has assumed duties this fall as an administrative assistant at Wilmington College, Wilmington, N. C. He and his wife Betsy have one daughter, Betsy Bright.

John Howard Coble '58 has been honored by the State Farm Mutual Automobile Insurance Company on completion of five years of service with the company. He is resident superintendend of the Raleigh office of State Farm.



Andrew Connor '56, engineer in Applied Aeronautics Division of U. S. Army Aviation Material Labs, was awarded a Certificate of Achievement with six fellow scientists who are leaving the command.

Connor and his wife Jacqueline live in Newport News, Va.

Susan Banks Watkins was born Friday, December 9th, to *Warren Byers Watkins, Jr.* '58 and Mary Helen Shelburne Watkins. The Watkins have two older children, Warren Byers Watkins II, age 5, and Mary Elfreth Watkins, age 2½.

Warren is vice-president of the J. M. Mathes Company, Inc., operating wholesale warehouses in Durham, Burlington, Fayetteville and Goldsboro. Watkins is also active in the Durham Kiwanis Club,, the Sales and Marketing Executives Club of Durham, St. Phillips Episcopal Church, and lives at 1312 Carroll Street in Durham. The Watkins soon after the first of the year plan to move to their new home at 2211 Chase Street in Durham.

Alvin Jaffee '58 was married to the former Sharon Lewis of New York City on December 5, 1965. This September he left Fort Polk, La. for Houston, Texas, where he will continue his residency in pediatrics at the Baylor Texas Medical Center. The Jaffes became the proud parents of a son, Noah Wayne, on October 16.



Jerry Donevant '59 has recently been graduated from Continental Airlines' jet pilot training school at Los Angeles International Airport and is now based at Los Angeles flying as a second officer aboard Continental's Boeing Golden Jets.

Heea Halder Vazirani '59 has moved to Manital Mysore State, India. Her husband is director of dental studies at Kasturba Medical College. Their fourth child, Monica Fayes, was born this summer.

Joe Bailey Nunn '59 has been appointed a field claim representative in the Winston-Salem office of the State Farm Mutual Automobile Insurance Company.

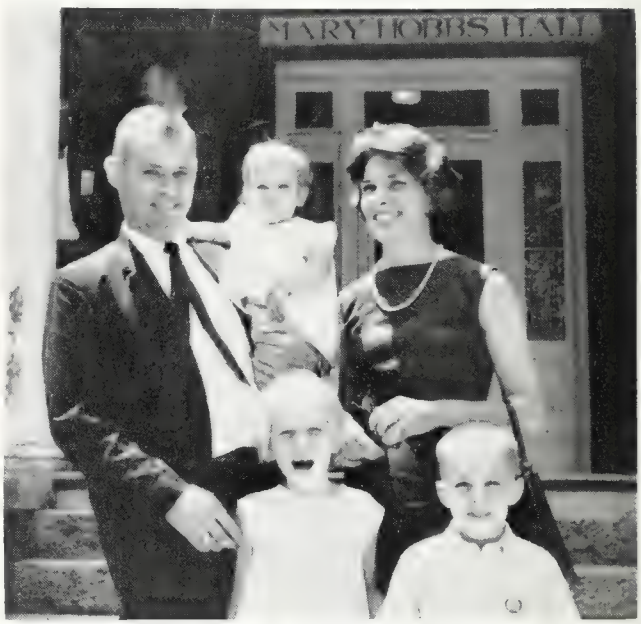
James M. Barbee '59 has been appointed Regional group manager by Piedmont Southern Life Insurance Company of Atlanta, Georgia.

In his new assignment, Mr. Barbee will be in charge of group sales in North Carolina and Virginia and will work in the administration of multiple employer group insurance in the eleven-state area served by Piedmont Southern Life.

Mr. Barbee is married to the former Veda Rodgers. They have one child, Curt, 6.

Jim Roberson '60, who has been manager of general services, was promoted to branch administration for the Greensboro offices of North Carolina National Bank.

On Saturday, June 19, 1966, *Jane Helen Carroll* '61 became the bride of Kevin White of Joppa, Md., in St. Stephen's Catholic Church in Bradshaw, Marvland.



On September 1, 1966, *Douglas Connor* '61 became associated with George R. Kornegay, Jr. as an attorney in Mount Olive. After graduation from Wake Forest Law School in 1964, Connor became a Law Clerk in U. S. District Court. Above are the Connors: Doug, Miranda, Suzanne, 6, Doug, 5, and Julie, 17 months.

Fred W. Moore '61, Baptist student director in the Augusta area for six years, has been asked to assume additional duties as Georgia Baptist Convention chaplain at the Medical College of Georgia.

He will develop a ministry to patients at Talmadge Memorial Hospital, in addition to his BSU activities at the Medical College University Hospital School of Nursing and Augusta College.

After taking his M.A. at Columbia University in 1965 *Robert Parish* '62 and his wife Patricia went to California where he is department chairman of Social Studies at Marshall Junior High School.

This past June *Bill Rhoads* '62 received his masters degree in social work from the Graduate School of Social Work at Rutgers. He is now working with the Princeton Family Service Agency as a case worker. He and his wife, the former *Betts Darnell* '63 have two sons, Edward, three, and Thomas, 10.

John '63 and *Karolyn Kelsey* '65 *Huffman* had their first child, Laura Louise, born on November 16. Karolyn graduated from Wilmington College last June. John teaches French and German at Xenia High School. He will receive his masters degree in French this spring from Miami University where he was a graduate assistant. They reside at 167 N. Mulberry Street, Wilmington, Ohio. 45177.

Stephen Royal '63 has been elected cashier of Wachovia Bank and Trust Company. He is operations manager of the banking department in Greensboro. He is married to the former Patricia Villas and they have two children.

Nancy Angotti '64 was married to Dr. Zolton R. Rosztoczy on September 10, 1966. They now reside at 1250 Garmington Avenue, West Hartford, Conn. Nancy is now employed as a telephone usage counselor with the Southern New England Telephone Company. Dr. Rosztaczy is a nuclear physicist with Combustion Engineering.

Howard Braxton, Jr. '64 is now teaching physical education at the College of Albemarle in Elizabeth City, N. C. after receiving his masters degree at Appalachian last year. His wife, *Pat Braxton* '65, is guidance counselor at Elizabeth City High School.

Harold Goodman '64 received his Master of Science degree in Poultry Products Technology at Iowa State University in November 1966.

Pat Larracey '64 is now assistant minister at First Friends Church, Indianapolis, Ind., and a second year student at Christian Theological Seminary. He and his wife *Judy Jones* '63 and their son Steven have bought a home in Indianapolis.

On August 10, 1966, Mr. and Mrs. *George Dillard Norman* '64 became the proud parents of a son, Dillard Scott.

Bill Shirley '64 received his masters degree in physical education from Central State College in Edmond, Okla., and is now a physical education instructor and assistant basketball coach at Oral Roberts University, Tulsa, Okla.

On October 9, 1966 *Jane Simpson* '64 became the bride of Max Holder at Mouzon Methodist Church in Charlotte, N. C. After honeymooning at Pawley's Island, S. C., Jane and Max returned to Charlotte where she teaches a special education class at Chantilly School and Max is operations manager of Pacific Air Freight.

Lillian Davis '65 was awarded the MSPH degree in parasitology at the University of North Carolina at Chapel Hill on June 6th. After commencement Lillian became a research biologist with Melpar, Inc., Life Science Division, in Falls Church, Va.

During Founder's Day exercises at Lehigh University, Bethlehem, Pa., this fall, *Paul G. Knight, Jr.* '65 received his masters degree in History.

Gary '65 and *Gloria McElvey* '66 *Vance* have become Peace Corps volunteers after completing ten weeks of training at the University of South Florida Bay campus at St. Petersburg, Fla. The new volunteers left for Venezuela September 13 to do expansion work in physical education teaching in primary and secondary schools.



David H. Parsons III '66 has left for Algeria to serve with the American Friends Service Committee. He will assist as a volunteer worker with the community development program operated by the Service Committee. The work will include such projects as helping to construct bridges and roads, initiating agricultural experiments, and assisting with public health.

David, who majored in history at Guilford, spent his junior year at the University of Lyons, France, under a study abroad program sponsored by the University of North Carolina.

He is the son of David Jr. '33 and Cora Worth Parker '39 Parsons.

Susan Belk and *Tom Taylor* '66 became Mr. and Mrs. on August 28, 1966. Both Susan and Tom are now in school at the University of North Carolina at Chapel Hill—Susan, an undergraduate in math, and Tom a law student and recipient of a Morehead Fellowship.

On August 21, 1966, *Ann Harries* '65 became the bride of Phillip Morris, Jr. Phil is in the Navy and is stationed in Oregon. Anne is one of the happiest housewives around.

James Sullivan '67 is now in the Electronics School at the San Diego Naval Base and he has just been selected for advanced training in electronics. He will be at the base through February, 1967.

Dr. George Thielman, associate professor of political science at Georgia State College and former instructor in German and political science at Guilford, has helped produce a book containing eyewitness reports of Mennonite refugees from the Soviet Union. Material for the book, *At the Gates of Moscow,* was translated from the original German by Dr. Thielman who also wrote the appendix on communism.



Mrs. Estella Farlow Welborn '92 of Thomasville, North Carolina, is in her ninety-first year and is among the oldest living alumni of Guilford College. She is the daughter of Mr. and Mrs. David Farlow, who met and were married at New Garden Boarding School. They sent all seven of their children to the same school and spent the last years of their lives in the shadow of Guilford College.

Estella Farlow married John Lee Welborn and nine children were born to them. One son, Joe '26, was a graduate of Guilford, and sis son Max graduated in 1952. Hs daughter, Joy Welborn Conaway, is a member of the class of '50.

Mother, grandmother and 17 times great-grandmother, Mrs. Welborn is still very much interested in all that goes on around her. She enjoys television and visits from her large family and many friends. All who see and talk to her feel the warmth of her love for people, and the great strength of her Christian faith. She is a great inspiration to her family, friends and neighbors.

Address By Charles A. Dukes

(Continued from page five)

trustees and the administration combine to make one. The trustees make the policies and the administration is charged with the responsibility of putting them into action.

The second member of the college family is the faculty which is the heart of the higher education program. We might say it is the hub around which the other members revolve.

The third member is the students. Like the faculty and the administration they have their own special place in the scheme of things.

Fourth are the alumni. The product of the institution. The yardstick that indicates how good a job the other three members have and are doing.

In order to get a better understanding of the members of our family, let us examine their roles. The trustees are the head of the family and because of their unique position are charged with the responsibility of furnishing the spearhead leadership in any and all college programs. The trustees can lose their relationship if they are not reappointed or re-elected, or if they are, retirement will eventually change their status. The administration can be removed from their offices by the trustees.

The faculty can be removed from the college roll even though it might be necessary to take court action and this has been done.

A student can fail or have his relationship changed by the faculty.

The alumni of an institution are the only family members over which there is no control except gentle persuasion. Once an alumnus makes application for admission and the institution decides to accept him, nothing can be done to change his status. If he is successful, the college basks in the limelight; if he is not a good citizen, the college suffers; if he gets married, the name of the college appears in the write-up; if he dies, it is included in the obituary. Once he is enrolled there is nothing that can be done about it. From then on it is up to the college. He can be left alone or he can be stimulated and brought into the inner circle and kept informed. He can be given channels and furnished programs so that his success, influence, and money can furnish leadership and support for the college. Whatever is done must be done by gentle persuasion.

Since our time is limited and since we are here to discuss how members of the Guilford family can best help the college, I am taking the liberty of suggesting that we come directly to the point.

Let us talk about one of the basic needs—money. Some people hesitate to talk about money, but it does not bother me in the least. It is essential to our way of life. On one occasion Sam Houston went to New York City to talk with some financiers about getting financial help for his state. After quite a discussion one of the men asked him why he talked so much about money; it seemed to be the only thing he was interested in. The gentleman also said that he understood that the Old South was famous for its culture and art and why didn't he talk more about these. Mr. Houston responded that it is natural for everybody to be most interested in that which he has the least of. So it is with education.

Financial support is just one phase of a well-rounded alumni program. Guilford has a comprehensive effective alumni program; therefore, it is natural that at this time the alumni should take a step forward in the area which will give the college much-needed additional annual financial support.

Experiences of others tell us that if members of the college family are to work together in the most effective way, they must discuss freely and fully everything of interest to any member of the family or to the college. This is the only way to stimulate additional interest in the college and to enable it to live up to its full potentiality.

Guilford is fortunate to have an endowment and financial support from other sources that take care of its basic needs. If, however, it is to continue to grow in leadership, if it is to stimulate the students, if it is to produce young men and women who go into their respective communities and become responsible citizens and leaders, it must have funds over and above its present sources of income. No college can stand still; it must move forward. It is up to this generation to take up the challenge.

"Don't ever dare to take your college as a matter of course, because, like democracy and freedom, many people you'll never know anything about have broken their hearts to get it for you."[2]

It is natural for a college to turn to its alumni and friends in the time of need but before it can do so other members of the family must be asked to indicate their degree of interest and willingness to participate.

In our changing times the individual and society turns to higher education for answers to its problems. The colleges and universities are also inviting the alumni to help them solve theirs. Although it was only recently that alumni were told by many of their alma maters that they were not needed and were urged to organize and busy themselves with extra-curricula activities or peripheral programs.

The period we have just been through in alumni

2. *Designs for Fund-Raising*, page 200

college relations has often been called the beer can, paper cap, hoorah age.

If the alumni are to do an about-face, they must be given a place of priority in the family circle. They must be treated as a mature member of the family and invited to accept a full share of responsibility and leadership in the present and future. Their attention must be focused on education and its importance to society. A number of institutions have done this through visiting committees, membership on college committees, and by giving the official alumni representative an important integral position in the college administration similar to that held by the representative of the faculty and students. The more fully this is done the greater response from the alumni.

If a successful giant step forward by the alumni is to take place in order to increase the financial support of Guilford College, it will not be done by any one person or member of the college family. It must be a unified total family program.

No matter how much Dr. Hobbs may feel the need for additional funds, he cannot do the job alone. No matter how enthusiastic the alumni officers of the alumni association may be, no matter how capable Mr. Wheeler and his associates may be, no matter how effectively or efficiently organized, no matter how skillfully the materials are prepared, neither can do the job alone. This holds true for the president of the alumni association, for the individual members of the board of trustees, for the dean of the college, faculty members, and students.

However, together a program can and will be successful.

A giant step forward must be started at home. The chairman of the board of trustees and individual members including alumni and trustees must be willing to give proportionately of whatever means they have and to set an example for others. If these persons give $1,000 or $500 to the church and other causes in which they have a strong interest and at the same time give $5 to Guilford they have minimized the importance of Guilford, but if they give in proportion, then they have demonstrated the importance of Guilford.

If their giving is sacrificial, others will follow. The best fruit is at the top of the tree. People must be encouraged to reach out. Muscles are not developed by lack of use, but by stretching them. Giving patterns are developed the same way.

The faculty must be willing to give, beginning with the dean and head of departments, for not only are their dollars important like the trustees' but the impact of their example and their interest is impossible to measure.

A faculty member may say to himself, "Why should I give to Guilford College? Why should I give to help increase my salary or get better equipment in my department?" Of course, if he stopped to think, the answer is simple. The minister gives to his church and indirectly to his salary. So does the YMCA and YWCA executive secretary. In fact, I do not know of any person who serves his fellow man that does not give to the cause for which he is working and believes in. It is interesting to note that in those institutions that have strong programs above 50% of the faculty actively participate and give to the institution.

The faculty member has a tremendous influence on former students. There are many students who will look through the list and see the name of a beloved faculty member and on seeing it will automatically say, "If Dr. Jones gives to this, surely I can do something." If he doesn't see the name, he may say, "The college must not need the money very badly or Dr. Jones' name would have been on this list." In addition if a faculty member gives he will have a tendency to speak up for the program and explain it to others. Just a few words from a faculty member occasionally during the years as to why an educated man or woman should support education in general and Guiford College in particular will do more than thousands of written words or pictures. He must make his decision in regard to his support of education just as he makes a decision as to whether or not he will give to the church, United Fund, Red Cross, or any other cause, and how much.

Students should be given the opportunity and encouraged to share in the program by making class gifts to the college and in developing scholarship and student incentive programs. Giving is habit-forming. All of us know we learned to walk before we learned to run. We must help our students to undertsand how much education needs them; therefore, we must expose them as rapidly and completely as possible to this area of citizenship responsibility.

Once the trustees, administration, faculty, and students are behind the program, the alumni are ready to take their place in the picture and give their full enthusiastic support. If they are working directly with the program in places of leadership such as the class agents and area workers, they must be given complete information about the college and workshops held to improve techniques so they can inform their fellow alumni in as personal and attractive manner as possible. Often a handwritten sentence from one alumnus to another will produce more than all the facts that can be marshalled.

Class agents, area workers, presidents of the classes and others in places of leadership, must decide what they will do themselves and then ask others to join

them. It is strictly a selling job and must be done with ingenuity and gentle persuasion.

Everybody likes to give; everybody likes to do something for somebody else; therefore, all that is being done in a program of this kind is opening avenues so that members of the college family may express interest and enthusiastic support of Guilford to enable it to do the kind of job the family expects.

The college family must find ways to inform its alumni and friends so they will understand the importance of giving proportioned annual financial support regardless of how much the total may be. If we can help them to think in terms of a living endowment, although they may not be able to endow the college with a million dollars, they can raise $50,000, which is five per cent and in many respects may be even better, for with proper TLC (tender, loving care) the annual fund will increase and so will the byproducts.

One has only to examine the programs of colleges and universities with strong annual giving funds to see that the by-products of gifts and grants from foundations, non-alumni, businesses, churches, bequests and other sources show a rapid rate of increase and are equally important.

Most educators agree that a strong annual giving program is essential to a college and is the foundation on which all fund-raising efforts rest, not only does it produce vitally needed unrestricted funds, but it opens old and new channels of communications.

In developing the annual giving program it is important that the alumni and friends of the college, including parents of students, should be reminded that no student ever pays the cost of his education. At Guilford College the student pays only 68%. The rest of the cost comes from endowment funds, gifts, grants, and other sources. If he only paid the difference in the cost of his education, it would be a step in the right direction.

The first question asked by foundations, corporations, and others when invited to make a gift to a college or university is, "What percentage of the alumni, faculty, and students and other members of the college or university family are giving to the program, and how much?" Are those closest to it demonstrating their belief in the institution? If not, seldom does the foundation or corporation listen with much interest. Corporations have dramatically demonstrated this by setting up matching gift programs. There are now more than 280 of these, of which General Electric was the pioneer.

If we examined the facts, we would probably find that the privately-supported colleges and universities could get along on endowments and other funds from present sources, but if they are to push back the educational frontiers, it is the unrestricted additional funds that will make it possible.

Why do alumni and friends give to a college? They give because the college is doing a good job and because it uses efficiently every dollar it has and needs more. The kind of job Guilford College is doing or has done is dramatically illustrated by the place Guilford College alumni occupy in the communities in which they live.

May I remind the class agents, area chairmen, and others here today that your job is to tell your fellow alumni and friends of Guilford's need, its aims and aspirations and to open the avenues and channels through which they can express their tangible interest and participate more fully as a member of the college family. There is no magic—just plain, hard work. Five per cent inspiration and ninety-five per cent perspiration.

If the things we have talked about today are done, the years ahead will be the most exciting experience that the members of the Guilford College family have ever had. Not only will you get the dollars needed, but there will be a better understanding, a greater involvement, and Guilford's future will be assured.

The address used here is the latest that we have in the Alumni Journal mailing list. If the addressee is away from home but has no other permanent address we suggest that you send this to him or her by first class mail. If the addressee has moved or has a relatively stable address elsewhere please advise us or your postmaster of the correct address.

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RAYMOND AND HELEN T. BINFORD HALL



CLYDE A. AND ERNESTINE C. MILNER HALL

in this issue:

LIFE WITH UNCLE

a report on Federal support of higher education . . . . page 9
a comment by Guilford's V. Judson Wyskoff . . . . . page 26



Raymond Binford



Helen T. Binford



Clyde A. Milner



Ernestine C. Milner

Dormitories Are Named For Binfords And Milners

Guilford's two most recently constructed dormitories have been named the Raymond and Helen T. Binford Hall and the Clyde A. and Ernestine C. Milner Hall. Binford Hall is a modern women's dormitory completed in 1962 and has accomodations for 162 students and an apartment for a counselor. Milner Hall was also completed in the fall of 1962. It houses 256 men with apartments for two counselors.

Raymond Binford was president of Guilford from 1918 until 1934. He received the B.S. degree from Earlham College; the M.S. fom the University of Chicago; the Ph.D. from John Hopkins University. He taught biology at Guilford from 1901 through 1914. He was President Emeritus from 1934 until his death June 27, 1951. He was noted for his great interest in science and for the establishment of the first core curriculum courses.

Helen T. Binford received the A.B. degree from Earlham College. She taught English from 1925 until 1927, and French from 1930 through 1932. She died on October 4, 1952.

The Binford children are: Mrs. C. Lloyd Bailey of Scarsdale, New York; Dr. Richard T. Binford, Hagerstown, Maryland; Frederick Binford of Palo Alto, California; and Anna Naomi Binford Kirschner of Mill Valley, California.

Clyde A. Milner received the A.B. from Wilmington College, Ohio; the A.M. from Haverford College; the B.D. and the Ph.D. from Hartford Theological Seminary; LL.D. from Harvard College. He came to Guilford in 1930 and taught philosophy and was Dean of the College from 1930 until 1934, when he became President and Professor of Philosophy. He is noted for expanding and developing the core curriculum and for the construction of buildings on campus. During his administration two additions were made to the library; a modern front wing was added to King Hall, the principal classroom building; the gymnasium was built; also built were Shore Hall, a dormitory for women; the John Gurney Frazier Apartments for faculty and married students; the Dana houses for faculty and married students; the College Union; English Hall, a dormitory for men; Dana Auditorium, housing the departments of religion and music, with auditorium seating facilities for 1,000; Binford Hall; the Administration Building and Dana Science Hall at the Downtown Campus, 501 West Washington Street; the Armfield Athletic Center; and Milner Hall.

Ernestine C. Milner received the A.B. and B.S. degrees from Miami University, Ohio; the M.A. from Wellesley. She came to Guilford in 1930 to teach psychology and philosophy, and also served as Director of Personnel Work and Dean of Women. She retired in July, 1965 (as did Dr. Milner) as Professor and head of the Department of Psychology. Mrs. Milner was active in many civic affairs, especially Altrusa which she served as international president. Dr. Milner was also active in civic affairs, a Rotarian, and has held many regional and national positions as an educational advisor. Both Binford Hall and Milner Hall were part of the Charles A. Dana Challenge Program completed in December of 1964 and representing a total of $2,250,000.

Both Clyde and Ernestine Milner hold emeritus status, he as President of the College and Professor of Philosophy, and she as Professor of Psychology.



Dr. Frank P. Graham Is Commencement Speaker

The principal speaker at Guilford's commencement exercises on Sunday, May 28, in Charles A. Dana Auditorium, will be Dr. Frank Porter Graham, who since 1951 has been the United Nations representative for India and Pakistan. Dr. Graham has had a long and distinguished career as an educator, university administrator, government counselor, and statesman. He was a professor at the University of North Carolina at Chapel Hill from 1914-1930, except for two years in the United States Marine Corps during World War I. He became president of the University of North Carolina in 1930 and served in that capacity until 1949. During World War II he was a Public Member of the National War Labor Board and was the first Chairman of the Board of the Oak Ridge Institute for Nuclear Research. During 1947-1948 Dr. Graham was the United States representative on the United Nations Committee of Good Offices in the Dutch-Indonesian Dispute. He served as United States Senator from North Carolina from 1949-1950.

This year Guilford College's commencement exercises will be confined to a single day. At present there are 204 candidates for degrees in the class of 1967.

Dr. Purdom and Dr. Aiken Are First Dana Professors

Dr. E. Garness Purdom, Professor of Physics, and Dr. Lewis R. Aiken, Jr., Professor of Psychology, have been named as the first Charles A. Dana Professors at Guilford College. Both Dana Professors are department chairmen.

The new professorships were made possible by two recent grants from the Charles A. Dana Foundation of Bridgeport, Connecticut. This foundation, founded by the noted industrialist and philanthropist whose name it bears, has made contributions of major proportions to Guilford College since 1958. Income from the new grants will be used to supplement the salaries of teachers selected as Dana Professors. Each grant is in the amount of $125,000, and each is expected to be matched within three years by contributions from other sources.

Dr. Purdom has been at Guilford College since 1927 and is highly regarded as both a theoretical and a practical physicist. He received the A.B. degree from Centre College, Kentucky, the M.S. from the University of Chicago, and the Ph.D. fom the University of Michigan. In addition to physics, he has taught mathematics and natural science at Guilford. Dr. Purdom is married to the former Agnes Hollins. Their three children are: Susie Purdom Arnell, Eva K. Ingle, and Eugene W. Purdom.

Dr. Aiken is now in his second year at Guilford College. He received the B.S. and M.A. from Florida State University; attended Emory University, where he was a University Fellow; and received the Ph.D. from the University of North Carolina. He has served as a teacher at Trinity University, Western Washington State College, and at the University of North Carolina. His experience also included work in psychological research in the Navy electronics laboratory in San Diego, California. He is a member of a number of professional organizations and the author of seven scholarly papers, numerous articles, and a book: *A Survey of General Psychology*. A second book is in preparation. Dr. Aiken is married to the former Dorothy Ree. Their children are Christopher Robin and Timothy Andrew.

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DAVID W. MORRAH, JR.

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ALUMNI ASSOCIATION OFFICERS, 1965-66

President ..... John Haworth '47
Vice-President ..... Elizabeth Gilliam Parker '37
Secretary ..... Gene S. Key '51
Treasurer ..... Marion Ralls '48

Executive Committee: Alice White Mendenhall '08, Sara Richardson Haworth '17, Hazel Armstrong Valentine '17, Waldo Woody '33, Seth C. Macon '40, Doris Coble Kimmel '46, Mary Nell Parker '59, Jack Tilley '49, George Ralls '50, J. Howard Coble '53, Emily Warrick Privott '56, William B. Smith '60.

Executive Committee, Ex Officio: Katherine C. Ricks '04, Era Lasley '13, Charles C. Hendricks '40, John Googe '50.

Hendricks Becomes Special Assistant to President

Charles C. Hendricks has been appointed to the new position of Special Assistant to the President of Guilford College and Robert A. Newton, Assistant Professor of Education, will succeed Hendricks as Director of Admissions.

Both appointments are effective June 1.

Hendricks' responsibilities will include acting as liaison officer for the president in maintaining closer contact with activities of the Alumni Secretary, the Director of Admissions and the Director of College-Quaker Relations. He also will coordinate visits of various groups to the campus, supervise arrangements for official college social events, maintain contact with certain local, state and national organizations and coordinate special projects related to the president's office.

Newton's duties as Director of Admissions will include all normal admissions office functions and supervision of recruitment of outstanding high school and prep school students.

President Hobbs said, "Charles Hendricks has served effectively and loyally as Director of Admissions and I am pleased to announce his acceptance of this new responsibility. For the past two years, I have been aware of the need for the establishment of this position. Appointment of Charles Hendricks will greatly strengthen the administration of the college. Robert Newton has accepted an appointment to which he will bring vigor and enthusiasm."

Hendricks, a native of Guilford County, received his A.B. degree from Guilford in 1949. He is a member of the executive committee of the American Friends Service Committee and the North Carolina High School-College Relations Committee. He is chairman of the board of directors of Quaker Lake and clerk of the Springfield Monthly Meeting Ministry and Council.

Newton, also a Greensboro native, was educated in the public schools of Winston-Salem. He received his A.B. degree from Guilford in 1958 and a master of education degree from UNC-G in 1966.

While at Guilford he was an outstanding student leader and scholar and was elected to Who's Who in American Colleges and Universities. He has taught in the Baltimore, Md., and Greensboro high schools and came to Guilford from the position of assistant principal of Page High School here. He is an elder of First Moravian Church, a delegate to the Provincal Synod, Sunday school superintendent and secretary of the Board of trustees.

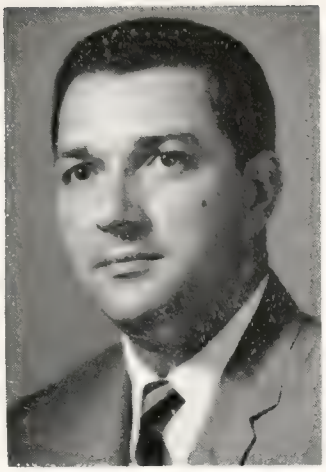
Faculty Promotions

President Grimsley T. Hobbs has announced the promotion of six Guilford College faculty members. Five of them are promoted from Instructor to Assistant Professor: Annie B. Bell, whose field is education and who is married to Charles Owen Bell of 504 Willowbrook Drive; Joyce Perry Clark, whose field is physical education and who is married to John C. Clark of Route 3, Siler City; Robert Johnson, whose field is sociology, and who lives at Guilford College; Gwen Reddeck, whose field is education and who lives in High Point; and John O. Rundell, whose field is biology and who lives with Mrs. Rundell and their two children at 5712 Friendswood Drive.

Promoted from Associate Professor to Professor of Psychology is Dr. Frances Jacobson Norton, who lives with her husband, Clyde Dewitt Norton, at 1104 Montpelier Drive. The Nortons have two children.

The promotions are effective June 1, 1967.

"Bill" Smith Outlines Plans For 1967 Alumni Day



Guilford College Alumni Day '67 will be highlighted by the dedication of Guilford's two new dormitories, according to William B. Smith '60, Alumni Day Chairman.

Dedication ceremonies for two new dormitories will be included in the program at the traditional Reunion Luncheon, and open house will be observed at both Binford Hall and Milner Hall from 4:00-5:00 p.m.

The chairman announced that special invitations to the event have been sent to Dr. and Mrs. Milner and to members of the Binford family.

Other features of Alumni Day will be the presentation of the Distinguished Alumni Award, the Key Senior Award, reports from President Hobbs and Alumni President John Haworth, the honoring of the 50th anniversary class (1917), and the roll call of reunion classes.

Reunion classes include the following:

Special: 50-year group, 50th anniversary class (1917), 25th anniversary class (1942), 10th anniversary class (1957), 1st anniversary class (1966). Regular Reunion classes: '62, '61, '60, '59; '47, '46, '45, '44; '28, '27, '26, '25.

Chairman Smith stated that alumni from non-reunion classes, and their friends, are also cordially invited to attend the event.

PROGRAM

10-12 a.m.	Registration—Founders Hall
12:00 noon	Reunion Luncheon—Founders Hall
2:00	Class Meetings
3:00	Guilford College Quaker Club Alumni Gymnasium
4:00	Open House Milner Hall Binford Hall

Proposed Constitution

GUILFORD COLLEGE ALUMNI ASSOCIATION

ARTICLE I.

NAME

THE NAME OF THE ORGANIZATION shall be THE GUILFORD COLLEGE ALUMNI ASSOCIATION.

ARTICLE II.

PURPOSES

THE PURPOSE OF THE ASSOCIATION shall be to promote and encourage fellowship and friendship among its members; to foster good will on the part of its members and others towards Guilford College; and in general to aid and assist Guilford College through carrying out such projects and undertakings as the Association shall from time to time adopt. For all purposes the term "Guilford College" as used in this Constitution shall include all divisions of Guilford College.

ARTICLE III.

MEMBERSHIP

(a) All graduates of Guilford College and all former students who attended Guilford College for at least one full semester or attained twelve (12) hours of credit in courses taught at Guilford College shall be members of the Association.

(b) Full-time administrative officers and members of the faculty of Guilford College who do not otherwise qualify as members of the Association shall be honorary members of the Association.

(c) All members of the Association shall be entitled to vote upon any matter of business at any annual or special meeting of the Association and to receive without cost the Guilford College Alumni Journal and other official publications of the Association.

(d) No dues shall be charged as a prerequisite to membership in the Association.

ARTICLE IV.

MANAGEMENT

(a) The management of the affairs of the Association shall be vested in a Board of Directors which shall be comprised of twenty (20) members and in additional all honorary life directors then living. The Directors shall have the power and authority to

transact all matters of business not specifically reserved to the membership in this Constitution.

(b) The President, President-elect, immediate past President, Vice-Presidents, Secretary and Treasurer shall be ex officio members of the Board of Directors and shall each be entitled to vote upon all matters of business transacted by the Board of Directors.

(c) Twelve (12) additional Directors shall be elected by the members. Except when elected to serve the remainder of an unexpired term, Directors shall be elected to serve a term of three (3) years. Four (4) Directors shall be elected for three (3) year terms each year, and during the first two (2) years after adoption of this Constitution, members elected at large to the former Executive Committee of the Association shall be deemed Directors of the Association and serve in that capacity the terms for which they were elected.

(d) The Board of Directors may elect honorary life Directors of the Association but there shall be no more than five (5) living honorary life Directors at any one time. Era Lasley, Charles Hendricks and Katherine C. Ricks, heretofore elected honorary life members of the former Executive Committee of the Guilford College Alumni Association, shall become honorary life Directors of the Association upon the adoption of this Constitution. Honorary life Directors shall be entitled to vote upon all matters of business coming before the Board of Directors.

(e) In the event of the death or resignation of any Director elected by the Association, no successor shall be chosen until the next annual election of the Association, at which time a successor shall be elected to fill the unexpired term, if any.

(f) A quorum for transaction of business at any regular or special meeting of the Board of Directors shall consist of one (1) more than one-half (1/2) the number of directors, including honorary life Directors.

ARTICLE V.

Officers

(a) The officers shall be the president, immediate past president, president elect, three (3) vice-presidents, a secretary and treasurer.

(b) The president elect shall be elected by the members for a term of one (1) year, shall serve ex officio as chairman of the Guilford College Loyalty Fund Campaign during his term in office as president-elect, and shall automatically succeed to the office of president upon the expiration of the president's one-year term of office or upon the death or resignation of the president. If the president-elect succeeds to the office of the president by reason of the death or resignation of the president, he shall serve as president during the unexpired term of his predecessor and an additional term of one (1) year. The president-elect shall act as president at all meetings of the Board of Directors and of the Association from which the president is absent.

(c) The president shall serve for a term of one (1) year (except as provided in paragraph (b) above), shall preside at all meetings of the Board of Directors and of the Association, shall have general supervision over the activities of the Association in carrying out the objectives, goals and policies of the Association as adopted by its Directors and membership, shall appoint members of all Committees, subject to the approved of the Directors except as otherwise provided in this Constitution, and perform such other duties as may be assigned to him by the Board of Directors. For the first year during which this Constitution is in effect only, the President shall be elected by the members for a term of one (1) year. Thereafter, the president-elect shall succeed to the office of president upon expiration of his term in office as president-elect.

(d) In the event of the death of the president while by reason of death or resignation there is no president-elect, or in the event of the death or resignation of the president-elect before succeeding to the office of president, a successor shall be elected by the Board of Directors. The successor so elected shall serve in all respects in the same manner as if he had been elected by the members instead of his predecessor.

(e) Three (3) vice-presidents shall be elected by the members each year for terms of one (1) year each. One such vice-president shall be selected from a class which graduated not less than fifty (50) years before the effective date of the election. One such vice-president shall be selected from a class which graduated less than fifty (50) years but not less than twenty (20) years before the effective date of such election. One such vice-president shall be selected from a class which graduated less than twenty (20) years before the effective date of such election. In addition to serving as ex officio members of the Board of Directors, the vice-presidents shall perform such duties as may be assigned to them by the Board of Directors.

(f) The secretary shall be the person employed by Guilford College as Alumni Secretary and shall be employed for that purpose upon the recommendation and approval of the Board of Directors. The Secre-

tary shall serve at the pleasure of the Trustees of Guilford College and the Board of Directors, shall report to the college within the administrative framework, and shall be paid a salary for his services as set in the budget of Guilford College. The Secretary shall be custodian of all records of the Association, record the minutes of all meetings, and shall perform such other tasks as may be assigned to him by the Board of Directors.

(g) The Treasurer shall be appointed by the President with the approval of the Board of Directors for a term of one (1) year. The treasurer shall be custodian of the funds of the Association and shall perform such other duties as may be assigned to him by the Board of Directors. In the event of the death or resignation of the treasurer a successor shall be similarly appointed to complete the unexpired term.

(h) There shall be an Executive Committee of the Board of Directors which shall be comprised of the president, president-elect, immediate past president, secretary and treasurer. The Executive Committee shall be empowered to act at times when the Board of Directors is not in session upon such matters as the Board of Directors may delegate.

ARTICLE VI.

Elections

(a) A nominating committee composed of three (3) members shall be appointed each year by the President subject to the approval of the Board of Directors. It shall be the duty of the nominating committee to nominate two (2) members of the Association as candidates for each office to be filled. The names of candidates so nominated shall appear on the ballot to be submitted to members of the Association.

(b) Additional nominations for any office may be made upon petition signed by not less than fifty (50) members of the Association and delivered to the secretary on or before April 1 next preceding the election for which such nomination is made.

(c) Ballots containing the names of all nominees shall be submitted to the membership by mail on or before May 1 of the year in which the election is held and all ballots must be delivered to the elections committee on or before May 25 next succeeding in order to be eligible for counting.

(d) Only one ballot shall be mailed to each member and no member shall be entitled to more than one (1) vote in any election.

(e) An election committee consisting of three (3) members shall be selected each year and shall be responsible for preparing the ballots for mailing, counting the ballots voted, and determining and announcing the results of the election. The secretary shall be a member of the elections committee ex officio and two additional members shall be appointed by the president subject to the approval of the Board of Directors.

ARTICLE VII.

Committees

In addition to the committee for which specific provision is made in this Constitution, special committees may be appointed by the president subject to the approval of the Directors to carry out specific assignments.

ARTICLE VIII.

Association Meetings

The annual meeting of the Association shall be held each year on Saturday next preceding commencement exercises of Guilford College. For all purposes hereunder the year of the Association shall commence on June 1 and end on May 31 of the calendar year next succeeding. A quorum for transaction of business at any regular or special meeting of the Association shall be fifty (50) members. Special meetings of the Association may be called by the Board of Directors and may be held upon two (2) weeks advance notice by mail to all members, notice of such special meeting to state the nature of the business to be considered.

ARTICLE IX.

Amendments

Amendments to the Constitution can be made by two-thirds (2/3) vote of the entire Board of Directors after publication of notice as to the proposed amendment in the Alumni Journal, which notice shall state the date upon which action will be taken by the Board of Directors as to such proposed amendment. Interested members of the Association shall be given an opportunity to be heard at the meeting of the Board of Directors which acts upon such proposed amendment. Such meeting shall not be held less than thirty (30) days after the date of publication of the Alumni Journal in which notice of such proposed amendment and meeting of the Board of Directors to consider same appears. This Constitution can also be amended by two-thirds (2/3) vote of the members present at any special or annual meeting at which

notice of such meeting and the proposed amendment has been given in the Alumni Journal published not less than thirty (30) days before the date of such meeting.

ARTICLE X.

FINANCES

The expenses of opeation incurred by the Association shall be paid through the annual budget of Guilford College as an expense of Guilford College and the procedures with respect thereto as set forth in the administrative manual of the Trustees of Guilford College shall be observed.

ARTICLE XI.

GUILFORD COLLEGE LOYALTY FUND

The Association shall each year sponsor and conduct an alumni annual giving campaign which shall be known and designated as The Guilford College Loyalty Fund. All contributions thereby obtained shall be paid to Guilford College, and unless otherwise specified by the donors, all such contributions shall be added to the operating budget of Guilford College to be used at the discretion of the Board of Trustees of Guilford College.

ARTICLE XII.

EFFECTIVE DATE

This Constitution shall become effective June 1, 1967 upon its adoption by the Guilford College Alumni Association and upon its approval by the Board of Trustees of Guilford College.

With Guilfordians Everywhere

Roger '58 and *Frances Evans* '59 *Redman* announce the birth of their third daughter, Laura Lane, January 18, 1967. Roger is employed by Founders Furniture Company in Pleasant Garden, N. C.

James P. '59 and Clair *Smith* announce the birth of a daughter, Kathy Lynne, on July 11, 1966. Jim is associated with the McLean Trucking Company, Louisville, Ky.

Bill '60 and *Betty Lou Chilton '60 Rierson* are the proud parents of a son, William Frank III ("Chip"), who was born August 25, 1966.



Warren Byers Watkins III, and his sister Mary Elfreth are the children of *Warren* '58 and Mary Helen Watkins who now live in Durham, N. C., where Warren is vice-president and secretary of the J. M. Mathes Company, Inc., wholesale distributors. The newest addition to the Watkins family is Susan Banks who arrived December 9, 1966.

Tom '60 and *Lillian Burrow '61 O'Briant* became the proud parents of a son, Patrick Marvin, on July 28, 1966. Tom has been made a partner in the law firm of Miller, Beck and O'Briant.

Bill Allen '65 received his M.A. degree in education from Temple University, Philadelphia, Pa., February 11, 1966, and is now on the teaching staff at the Woods Schools in Langhorne, Pa.

Bob Sharpless '65 has accepted a two-year assignment as a field worker with the American Friends Service Committee's community development program in San Luis, Coyotzingo, Mexico.

I. B. Southerland III, '65 is now a 2nd lieutenant assigned for flying duty at Stuart Air Force Base, Tenn. Commissioned last year upon completion of Officer Training School at Lackland Air Force Base, Texas, Southerland was married on December 28, 1966, to Carol Ann Weidner of Bethlehem, Pa.

Among 180 who received graduate degrees from Lehigh University during Founders Day activities October 9 was *Paul C. Knight, Jr.* '65. Paul received his M.A. degree in English.

Is Guilford College in Danger of Being Remade in the Federal Image?

Some people—including many of our alumni and friends—think so. They can't believe it is possible for the government to spend, overall, more than $4 billion a year on the nation's campuses without demanding a lot in return—Guilford's freedom, for instance.

McGeorge Bundy, who last month completed his first year as president of the Ford Foundation, made these remarks for an interview reported recently in the *Chronicle of Higher Education:*

> "The size of the federal government's effort [in the field of higher education] gives it enormous importance. But we are not at all hostile to the growth of federal activity. We believe in it. I certainly believe in it as an individual and I think our board as a whole would be affirmative about the federal effort."

Other alumni and friends may feel sure, with all that federal money around, that there's no longer any need for private contributions to our colleges and universities. They're sadly mistaken, of course, but fortunately few in number, for alumni, parents-of-students and friends have been responding to the challenge of a significantly new program of annual giving—the 1966-1967 Guilford College Loyalty Fund.

There is the argument that federal and state funds are spread effectively to the most urgent and recognized needs of our society. Others suggest that this is not true, at least in the support of our educational programs—that there may result a blurring of the distinction between public and private initiative in our society. Responding to government aid to public higher education on the state level, Dr. Henry W. Littlefield, president of the University of Bridgeport, said earlier this year that his state's plans for public higher education expenditure were "deserving of more than the casual acquaintances of our citizens." Dr. Littlefield went on to say:

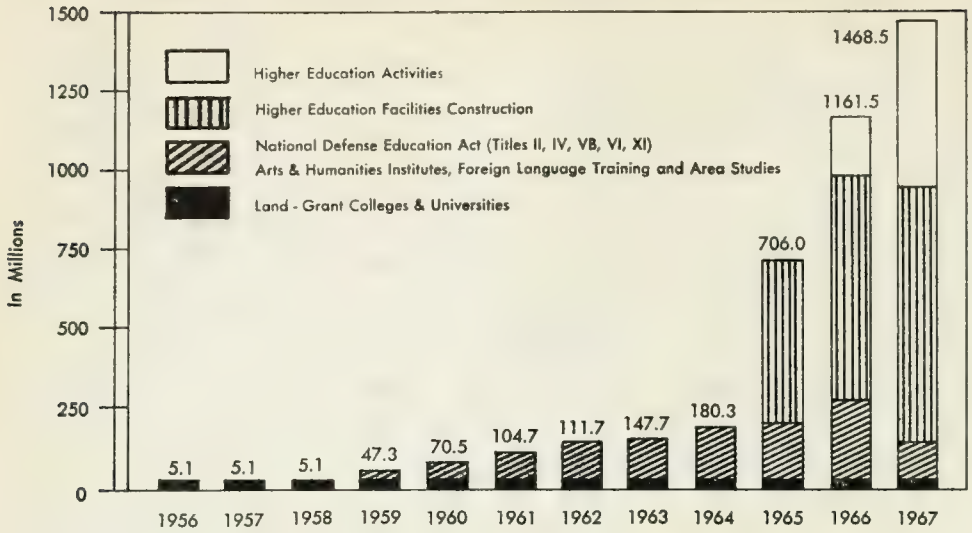
> "Wise decisions can be made only if leading citizens and legislators are more knowledgeable of the basic needs of the State and the total resources, both private and public that are available to serve higher education. Such a program must be approached through educational statesmanship of the highest order and not through pressure groups —either politically—or educationally oriented."

American education is decentralized, unlike systems of most other countries. There is no national university for the United States. The Constitution does not give the federal government direct power concerning education, but under its various sections an involvement in education has been justified. Only in this decade has federal financial assistance in sizable proportions become a reality. The North Carolina Board of Higher Education's *Biennual Report, 1965-1967* points out that the following federal legislation concerning education has been enacted since mid-1963:

- Adult Education Act
- Allied Health Professions Personnel and Training Act of 1966
- Appalachia Regional Act
- Assistance for Public Schools Affected by Major Disasters
- Assistance for School Construction in Certain Impacted Areas Outside the Continental Limits, and Teachers in Dependents' Schools
- Captioned Films for the Deaf
- Civil Rights Act of 1964
- Cooperative Research Act
- Economic Opportunity Act of 1964
- Economic Opportunity Amendments of 1965
- Elementary and Secondary Education Act of 1965
- Elementary and Secondary Education Amendments of 1966
- Health Professions Education Asisistance Act of 1963
- Health Professions Education Assistance Amendments for 1965
- Higher Education Facilities Act of 1963
- Higher Education Act of 1965
- Higher Education Amendments of 1966
- International Education Act
- Juvenile Delinquency and Youth Offenses Control Act of 1964
- Juvenile Delinquency and Youth Offenses Control Act of 1965
- Library Services and Construction Act
- Loans to Students of Optometry
- Manpower Development and Training Act of 1963
- Manpower Development and Training Act of 1965
- Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963
- Mental Retardation Facilities and Community Mental Health Centers Construction Act Amendments of 1965
- Mutual Educational and Cultural Exchange Act
- National Arts and Cultural Development Act of 1964
- National Foundation on the Arts and the Humanities Act of 1965
- National Defense Education and Federally Affected Areas Acts of 1964
- National Technical Institute for the Deaf Act
- National Vocational Student Loan Insurance Act of 1965
- Nurse Training Act of 1964
- State Technical Services Act of 1965
- Training Teachers of the Handicapped
- Vocational Education Act of 1963

In his "Message on Education and Health in America," sent to Congress on February 28, President

FEDERAL FINANCIAL ASSISTANCE FOR
HIGHER EDUCATION IN THE UNITED STATES, 1956-67



Source: **The Chronicle of Higher Education,** *December 21, 1966*

PROJECTIONS OF EDUCATIONAL STATISTICS TO 1974-75

Source: National Center for Educational Statistics, U.S. Office of Education, Washington, D.C.

—A 71 per cent increase in students getting bachelor's degrees, up from 525,000 to 899,000.

—Almost twice as many persons getting master's degrees, from 111,000 to 210,000.

—Twice as many persons getting doctoral degrees, from 15,300 to 31,900.

—An 89 per cent increase in total spending by colleges and universities, from $11.9 billion to $22.5 billion.

—A 74 percent increase in students seeking degrees at colleges and universities, up from 5 million in the fall of 1964 to 8.7 million in the fall of 1974.

A picture of growth is also depicted in elementary and secondary schools. For example:

—A 13.5 per cent increase in enrollments at public and private elementary and secondary schools, from 48.1 million in 1964 to 54.6 million in 1974.

—A 25.9 per cent increase in public and private high school graduates, from 2.7 million to 3.4 million.

—An increase of 507,000 public and private elementary and secondary school teachers, from 1.9 million to 2.4 million.

—A 47 per cent increase in expenditures for elementary and secondary schools, from $26.1 billion to $38.4 billion in the 1974-75 school year.

The projections indicate that in 1974, the number of high school students will have more than doubled, and the number of degree-seeking college students will have more than tripled the 1954 totals. A decade from now, an estimated 16.4 million students will be in high school.

Johnson said: "I believe that future historians, when they point to the extraordinary changes which have marked the 1960's, will identify a major movement forward in American education." The extent of federal movement is graphically illustrated on the next page, and the accompanying statistical projections point out the need for future assistance—both from public and private sources.

THE FOLLOWING REPORT "LIFE WITH UNCLE" TRIES TO SET THINGS STRAIGHT

This report is called "Life With Uncle"—Sam, that is. And it tells the story of how federal support of higher education is affecting all of America's colleges and universities, including those whose intake of dollars from Washington is virtually nil.

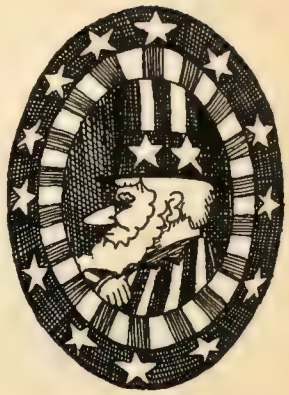
Like these introductory remarks, the report is neither "pro" nor "con" federal aid. But it does present the pro's and con's cited by people who do have strong feelings about the growing Washington role in education.

Dr. V. Judson Wycoff, Professor of Economics at Guilford and chairman of this department, follows the report with a statement representing his opinion regarding Guilford's participation in receiving and applying for federal aid—now and in the future.

T. A. Wheeler, Jr.
Director of Development

America's colleges and universities, recipients of billions in Federal funds, have a new relationship:

Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over $300 million.

▶ Colleges and universities would lose some $2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.

▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.

▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.

▶ Planned or partially constructed college and university buildings, costing roughly $2.5 billion, would be delayed or abandoned altogether.

▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

▶ Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of $1.2 billion far exceeded all gifts from private foundations and alumni. The $5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and —recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.



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sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

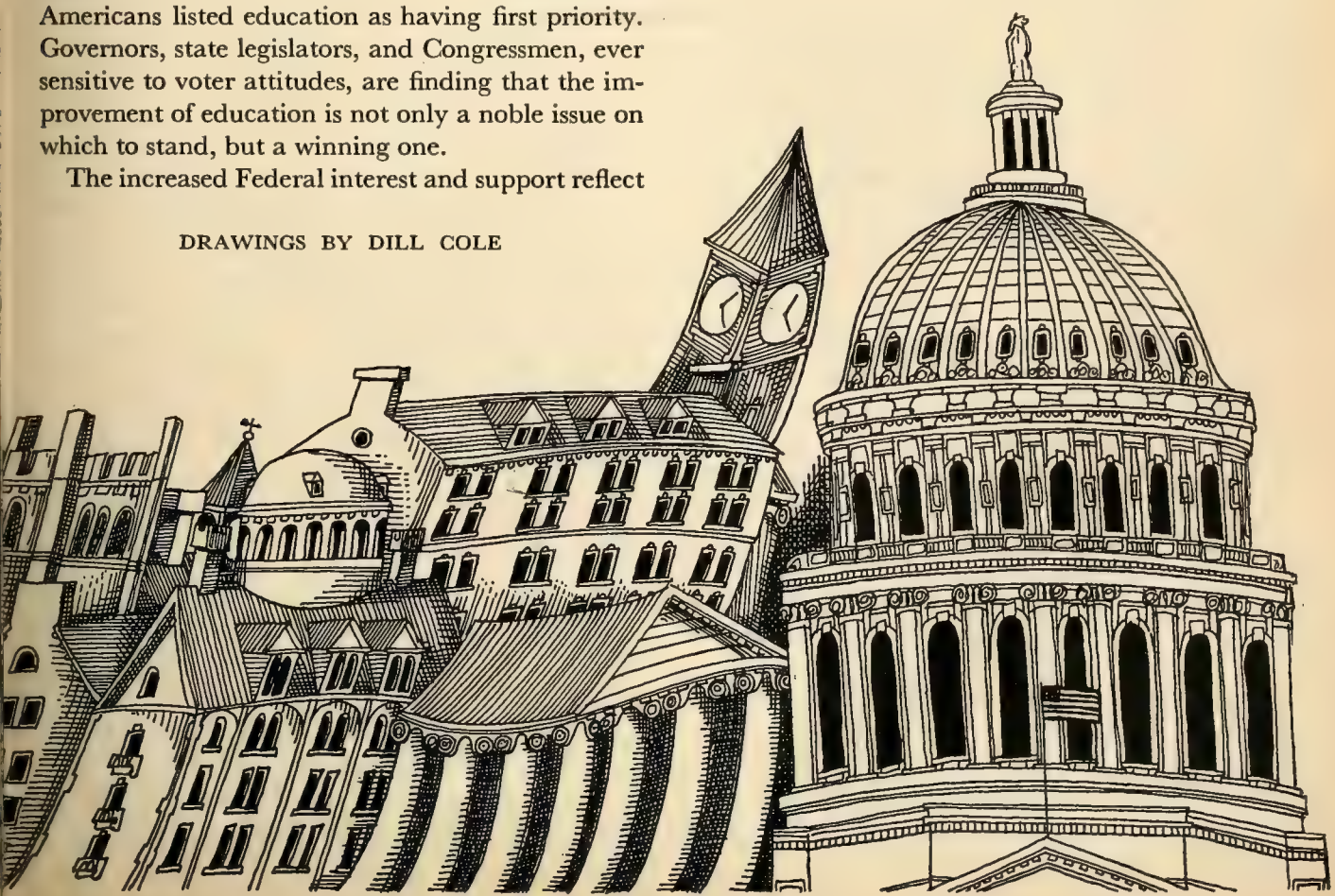
The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

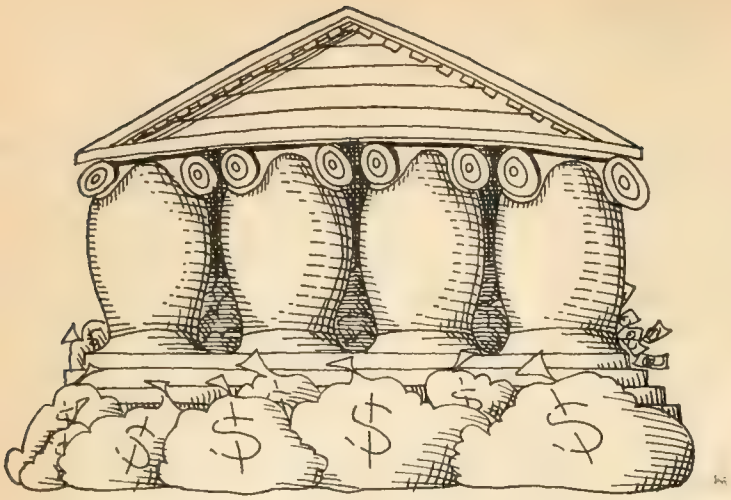
The increased Federal interest and support reflect another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated $18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

compete for limited funds

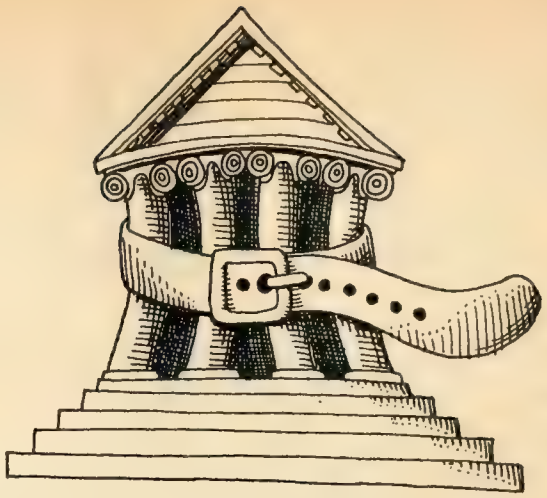
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than $300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the prewar days "a horse-and-buggy period." In 1930, colleges and universities spent less than $20 million on scientific research, and that came largely from private foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.



Some three decades and $125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a $3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave $2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for $1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a $4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid —those of the humanities and those of the sciences. For $2 million of private money, I could either build a $3 million humanities building *or* I could build a $4 million science building, get $1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

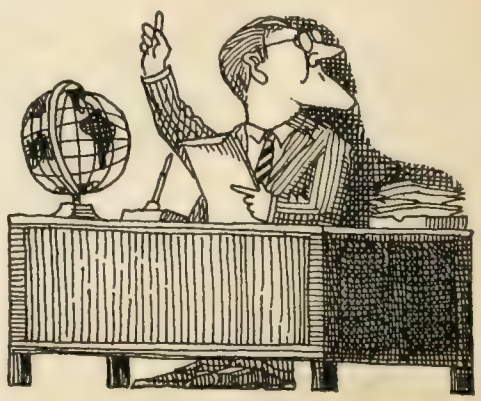
The affluence of research:

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

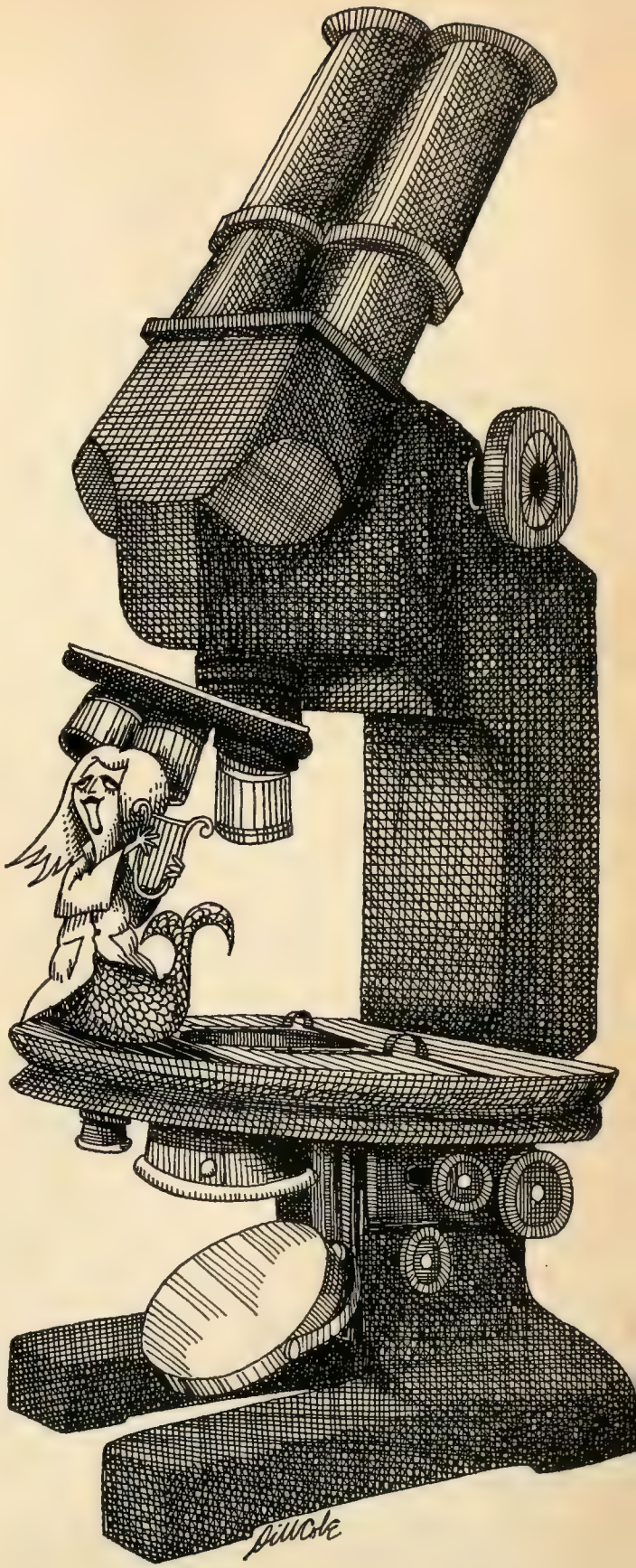
The Bureau of the Budget, for example, has had to



wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.



THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.

Fund-raisers prowl the Washington maze

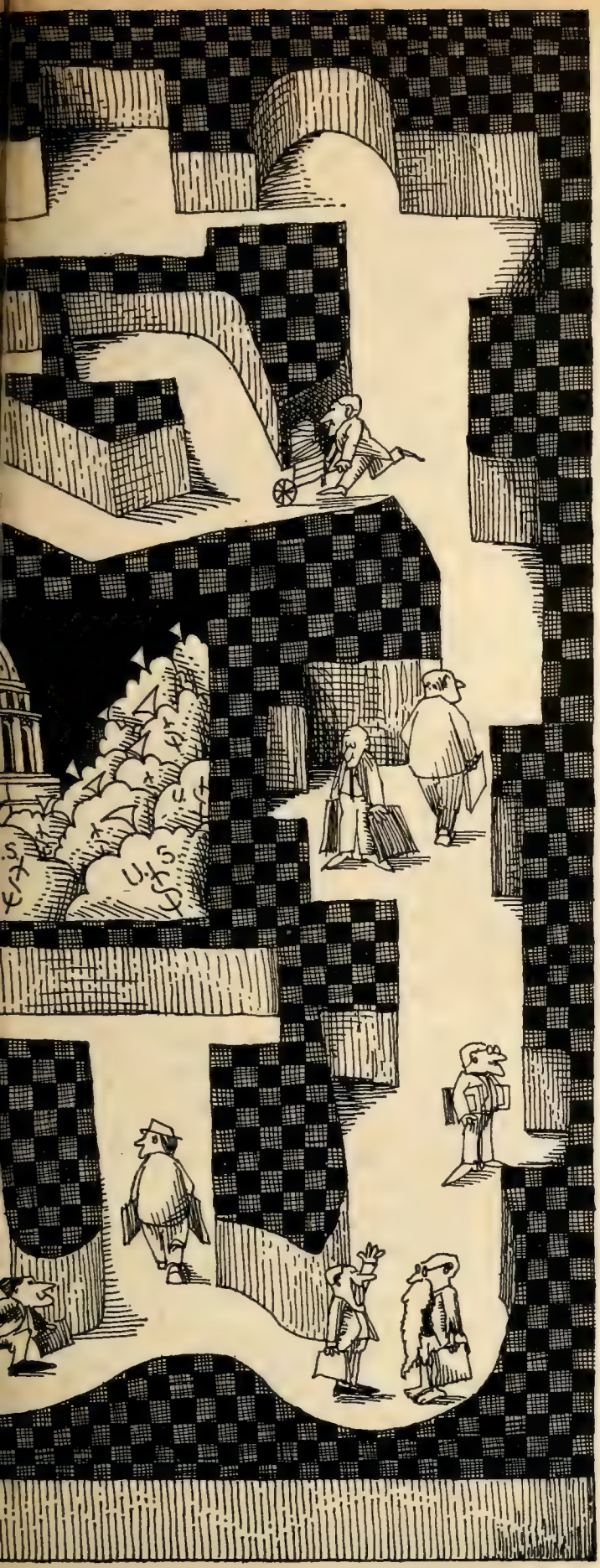
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than $200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled $1 billion.

The Soviet Union's launching of Sputnik jolted



Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to $5.8 billion. Of this, $400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent $19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-



cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

▶ $1.5 billion in matching funds for new construction on the nation's campuses.

▶ $151 million for local communities for the building of junior colleges.

▶ $432 million for new medical and dental schools and for aid to their students.

▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.

▶ Grants to strengthen college and university libraries.

▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.

▶ The first significant support of the humanities.

In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

A new phase in government-campus relationships

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . . "

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a $612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state allocations to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . . "

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: " . . . A university is now regarded as a symbol for our age, the crucible in which —by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

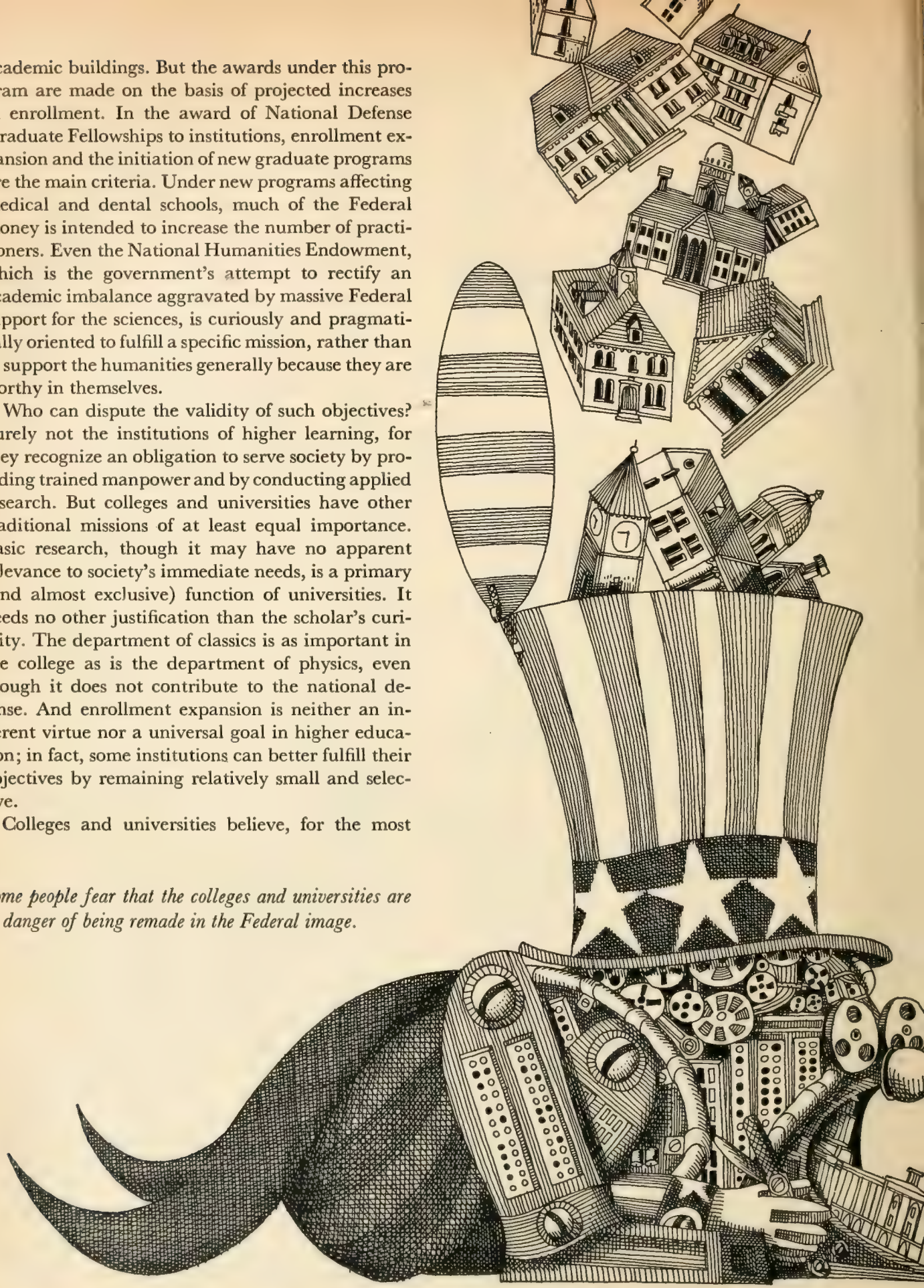
The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most



Some people fear that the colleges and universities are in danger of being remade in the Federal image.

When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in universities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the $2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1967 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U.S.A.

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a comment on

"Life with Uncle"

THE REAL TASK IS TO MAKE IT WORK

by V. Judson Wyckoff

Toward the end of the article "Life with Uncle" is this sentence: " . . . the continuation and probably the enlargement of the partnership between the federal government and higher education appear to be inevitable. The real task facing the nation (and Guilford College) is to make it work." (The words in parentheses have been added, of course.)

Facts and logic support this conclusion. Increasing interdependence among persons, communities, institutions, and even nations is forcing the substitution of group or governmental responsibilities for individual responsibilities. In the tradition of our democracy we use ballots and public administrators to effect or accelerate the transitions of these responsibilities, one of which most certainly is higher education through our colleges and universities. Why this emphasis on (governmental aid to) higher education? It is because a literate people is a basic ingredient of progress through democracy, and in our country more and more people are determined to share in this progress through education.

Will this expansion of public aid to education affect Guilford College? The answer must be Yes. This will come about primarily through the need for Guilford to meet the competition (for professors and qualified students) of state educational institutions and well-endowed private institutions which in so many cases, it should be noted, receive substantial federal grants for research and personnel. This competition for professors takes the forms of higher salaries, a lighter teaching "load," the best in modern equipment, research funds, and for students in state colleges low tutition fees. On all of these counts Guilford College, as with many other small, private, limited-endowed colleges, is hard hit.

Do the above statements mean that all private educational institutions will be drawn into orbits around the suns of governments pulled willy-nilly by the power of public (the taxpayers') money? No, at least not for those private colleges and universities which have total resources adequate to maintain their operations on qualitative levels equal to or better than the standards of competing state campuses. Few have such resources, however, and Guilford is not one of them.

There seem to be three courses of action for Guilford: to remain aloof from all governmental funds; to go all out to maximize the amount of public money we can get; to compromise or reach a viable ratio (not balance) between these two positions.

To ask if Guilford College should remain independent of all governmental aid is not relevant because we now are receiving funds and are seeking more. To go "all out" is too much out-of-character and out-of-tradition to be considered for Guilford—at least at this time. What then will or must be the ratio of governmental funds to Guilford's own resources? I do not know the best ratio, but let me suggest some basic considerations relevant to Guilford's financial resources. (These will have a distinct monetary coloration both because dollars are a key consideration and because I am an economist by profession.)

It is expected that financial help for Guilford from its alumni, parents of students, and other friends will grow. Also the annual contributions to the Loyalty Fund should become an important

source of operating income for the college. It must be recognized, however, that the number of alumni and current contributors with great wealth is limited.

Though the members of the Board of Trustees go beyond the call of duty in their services to Guilford, the present rules of membership prevent going outside the Society of Friends for men and women of wide experience and substantial means. Indeed it is customary for the majority of the Board to be Friends from the North Carolina Yearly Meeting. (The recent creation of a limited number of "trustee counselors" without full membership is hardly the answer to this situation.)

There could be great strength through the practice of mutual aid within the Society of Friends on a regional and national basis in helping Guilford with its teaching, personnel problems and financial resources. The evidence of such mutual aid is not conspicuous.

Guilford has a modest income-producing investment endowment of about three and one-half million in current market value. (This is exclusive of a recent matching grant by the Charles A. Dana Foundation which permits the establishment of four distinctive Dana professorships.)

The tradition and practice of Quaker frugality at Guilford combined with superior business management have provided unusual operating surpluses which have kept the college out of long-term debt. At times, however, frugality may limit academic growth.

Budget balancing in the face of mounting costs (e.g., recent generous faculty salary increases) has accentuated the all-too-familiar pattern found in private colleges with limited resources, namely, a drive for more students who will pay the higher tuition rather than go to another college. Will this search for students be done at Guilford without lowering qualitative standards for admission and retention?

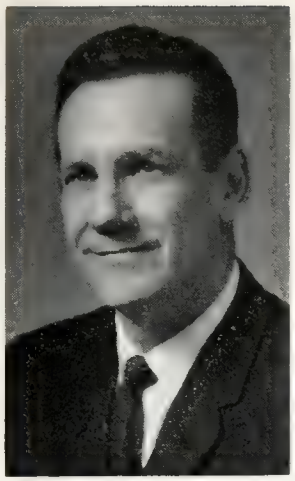


The conclusion, tentative and qualified though it must be, seems justified that competition from state-supported colleges and universities (with undergraduate colleges) as well as from well-endowed (or public aided) private institutions will force the policy making groups at Guilford College to become one of the partners of government—the thesis of the preceding article.

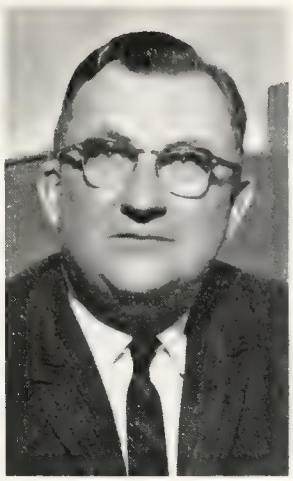
(Such aid will and should be accompanied by some degree of governmental advice or even control. This is quite proper because such governmental funds come directly or indirectly from each of us as taxpayers, and as taxpayers we have the right, the obligation to know how our money is being spent.)

Traditions and current beliefs of persons associated with Guilford College have protected its intellectual integrity and independence. *Can this integrity and this independence be sustained over the years* which lie ahead in "Life with Uncle"? Yes, they *can* be. The more basic question, let me suggest, is *will* they? I believe the answer is Yes.

Dr. V. Judson Wyckoff, author of several books and nearly 30 articles on economic history and public finance, has the experience of doing considerable research in economics for the Federal Government for seven years through 1947. A member of the Guilford College faculty since 1964, he is Chairman of the Department of Economics.—TAW.



Macon



Beamon



Hinshaw



Harris



Shown above is Coy Doty, a senior at Guilford College, Downtown Campus, being congratulated by President Grimsley T. Hobbs upon receipt of a $500 scholarship grant from the Wear-Ever Division of Alcoa Aluminum Company. Guilford College also received a matching grant from Wear-Ever to be used at the discretion of the college.

This grant is one of ten annual awards given to the top ten college representatives of the Wear-Ever Division. Doty was ninth in the nation in sales and fifth in the nation as a college dealer. He plans to continue his career with Wear-Ever after graduation from Guilford College.

The award was presented to Coy Doty by Ted J. Hardison, Wear-Ever manager in Winston-Salem. At the presentation, President Hobbs expressed appreciation to Mr. Hardison for his company's interest in education and for its generosity both to students and to the institutions they attend.

Trustee Counselors Named

Robert H. Frazier, Chairman of the Guilford College Board of Trustees, has announced the election of four Trustee Counselors. They are: Seth C. Macon, Vice-President and Associate Agency Manager of Jefferson Standard Life Insurance Company; W. L. Beamon, Burlington realtor and mayor of the city of Burlington; Seth B. Hinshaw, a charter member of the Friends Committee on National Legislation: and Isaac Harris, pastor of Archdale Friends Meeting.

The counselors are new associates to the Guilford College Board of Trustees which recently authorized the election of a maximum of six, who need not necessarily be members of the Society of Friends. Regular members of the board must be Friends.

Mr. Macon and Mr. Beamon were nominated by the Executive Committee of the Guilford College Alumni Association, and Mr. Hinshaw and Mr. Harris were nominated by the Permanent Board of the North Carolina Yearly Meeting of Friends. Two counselors remain to be elected from at-large nominees.

In making the announcement, Chairman Robert Frazier stated that the new counselors would broaden the base of the Board of Trustees and make possible closer communications with alumni groups, Friends groups, and the general business community.

Dr. Frederic Crownfield Is First E. F. and M. P. Craven Professor

Dr. Frederick R. Crownfield has been appointed the first Craven Professor of Religion at Guilford College. Dr. Crownfield is a native of Plainfield, New Jersey, and has been a member of the faculty of Guilford College since 1948. He received the B.S. degree from the College of the City of New York, and attended New Church Theological School in Cambridge, Massachusetts. Harvard University awarded him both the S.T.M. and the Ph.D. degrees. Dr. Crownfield is the author of a highly regarded textbook, *A Historical Approach to the New Testament,* which was published by Harpers in 1961. He is the author of articles on religion and is a member of a number of professional and civic organizations. Dr. Crownfield is also widely known as an astronomer. He is married to the former Margaret E. Robbins who received her A.B. degree from Tufts College. Their children are Frederick R., Jr., David, and William. One son, John, is deceased.

The Craven Professorship is made possible by an endowment fund of the college named in memory of the late Eli Franklin Craven and in honor of his wife, Minnie Phipps Craven.

The Eli Franklin and Minnie Phipps Craven Fund was established by members of the Craven family, all of whom have been active in the Society of Friends. The E. F. Craven Company of Greensboro, one of the South's largest road machinery firms, was founded by the late Mr. Craven, who was a member of Guilford's class of 1897. A son, F. Duval Craven, now heads the company and is a Guilford College trustee. A daughter, Mrs. H. S. Godwin, is a Greensboro resident; another son, Asbury, and a daughter, Mrs. John R. Watt, are deceased.

George Kinney Reminisces

A recent message from George Kinney '24 was appreciated by the Alumni office, and will be appreciated likewise, we feel, by his Guilfordian Contemporaries:

Sometimes I wonder why more Guilfordians do not inform you of their "ups and downs."

I have learned of several downs recently—such as the passing of several old timers—such as Dr. Harry "Jake" Johnson '25, Clyde "Nebo" Shore '25, Nerus "Nee" English, '26 and many more along with the retirement of Algie "Jim" Newlin '21. All of these old troopers gave me a hard time on Old Hobbs field. I was light in weight but I had the "guts" to stay with them. I think of an old drunk in the barber shop on a Saturday afternoon. "I am not bragging—I am just telling you what I can do." That was his line of thought. Well my line of thought is "Jim" Newlin was toughest of all during my days at Guilford. I can hear the late Coach Bob Doak yelling now—"go get him Kinney" and I knew what he meant—that meant to stop him.

Well, Hobbs field will go with me to my end for I learned some very important lessons on that field. There will be other fields, but for me—not another Hobbs field.

On November 1, 1966, I entered upon another field, the field of retirement—after sixteen years as Office Manager & Comptroller of Coca Cola Bottling Co. here in Raleigh. Prior to entering the soft drink business I served with A. M. Pullen & Company, Certified Public Accountants, for several years.

After leaving Guilford College, I served a three year hitch with the U.S. Marine Corps. Inasmuch as I was assigned to Sea Duty it enabled me to travel to many islands and foreign countries I found to be very educational.

—George Kinney



V. R. and Ruth Levering White are shown above at the foot of Machu Picchu, the remarkable once-lost Inca city. The story about their visit to this unusual place was carried in the last issue of the Journal, but there was not space for this picture.

ALUMNI DAY . . . MAY 27



A Quaker Library

By Herbert Poole[1]

Of all special collections in libraries on church-related college campuses throughout North Carolina, and indeed throughout the entire South, the Quaker Collection in the Guilford College Campus Library at Greensboro is probably unique.

The claim to such singularity stems from the nature of the college itself. Guilford College is the only college in the South which is affiliated with the Society of Friends, or Quakers, as members of the Society are known to many. In the nation there are less than a dozen colleges which have special Quaker collections similar to the one at Guilford College. These colleges are all Quaker institutions located in New York, Pennsylvania, Indiana, Ohio, Iowa, Kansas, and Oregon. "No denomination has been more careful of its records or more interested in preserving its literature than have Friends. Thus, the normal Quaker college has a large deposit of its own books and records to care for."[2]

Despite its limited appeal through the many years since its founding, Quakerism has produced quantities of documents, manuscripts, monographs, and periodicals. It is mainly with these materials that a Quaker collection concerns itself.

Quakerism is an extension of the Puritanism which grew out of the turbulent era of the Long Parliament of 1640-60. The founder of the Society, which now has only 202,000 members in the world, was George Fox.[3] Fox was considered an iconoclast and somewhat of a heretic in the England of his day, and for his preaching and beliefs he spent several years in prison. Despite such persecution, his teachings spread to the American colonies where followers of his doctrine met with persecution in New England and Virginia. Fox visited North Carolina in 1672, and records of the first Quakers in North Carolina date from 1671.

A primary concern of Quakers has always been the education of their children in the Quaker tradition. As the Quaker population of North Carolina grew after 1671 and spread across the state from the east into the Piedmont, so too grew the desire for a Quaker school to educate the children. By 1834 the concern for education led Friends to initiate plans for the founding of New Garden Boarding School close to New Garden Monthly Meeting, six miles west of Greensboro. In 1837 the school opened its doors. In 1888 the boarding school became Guilford College, the first degrees being granted at the 1889 commencement.

From the earliest days of the operation of the school, and later the college, efforts were made to collect writings published by or about the Society of Friends and its members.

By 1885 the collection of special materials had become quite valuable, either through purchase or donations. In the same year disaster struck when a fire destroyed the class building housing the vault in which the collection was kept:

The records, some deeds and other papers were in the safe. The leather backs were baked and peeled from the records, and the edges were so charred that they crumbled at the slightest handling: This experience taught Friends a hard lesson. They have since erected a fireproof vault on the campus. . . .[4]



Part of the genealogy collection in the outer room of the Quaker Collection is shown above. Picture at left is George Fox, founder of the Society of Friends. The hat belonged to Nathan Hunt, founder of New Garden Boarding School.

After the fire of 1885, the new vault and its contents changed locations at least four times, ranging from one end of the campus, through a graveyard, to the present library building, which was erected in 1909. In 1964 an addition to the library building provided new and enlarged quarters for the collection.

Presently the Quaker Collection occupies two rooms, a fireproof vault, and a caged stack area, which together contain a total area of approximately 1,500 square feet. Entry to the collection is via the Main Reading Room.

The outer room of the collection serves as the entrance and contains a genealogical research collection comprising approximately 200 volumes. The keystone of this collection is the several volumes of William Wade Hinshaw's *Encyclopedia of American Quaker Genealogy.* In addition to the genealogies, the room contains a growing collection of distinctive volumes in Guilford's Library. This room also contains furniture of historic interest, pieces once used in the boarding school, as well as pieces given by interested friends. On the walls are two collections of framed pictures, one of pictures and documents relating to the North Carolina Yearly Meeting and the early history of the college, the other of a set of etchings made to illustrate George Fox's *Journal.*

The inner room of the collection houses the curator's office and the entrance to the vault. For many years, Mrs. Dorothy Lloyd Gilbert Thorne has served as the able curator of the collection. It is she and her assistant, Mrs. Treva Mathis, who are primarily responsible for the conspicuous growth of this collection during the past several years. Their solicitations, as well as those of the former college librarian, Katherine C. Ricks, helped insure the deposit in the collection of the records, manuscripts, and minutes of nearly all the Quaker Meetings in North Carolina. Around the walls of the inner room are shelves and cabinets containing rare Quaker books, miscellaneous papers and pamphlets, manuscript items, microfilms of minutes and letters dating from 1645, and pictures indexed by a card catalog which is also housed in this room.

The vault adjoining the inner room houses the college archives, early account books of New Garden Boarding School, and, as previously mentioned, materials from many Quaker Meetings throughout North Carolina, deposited here for maximum access and safe storage.

Beyond the inner room is a caged stack area housing biographical and topical works on Quakers and Quakerism, as well as printed minutes of Meetings in other states, bound periodicals, and senior theses written at Guilford College.

In storage in other areas of the Library proper are many costumes and artifacts of Quaker origin. These are also indexed in the card catalog in the inner room of the collection. In its entirety the Quaker Collection contains over 500 manuscript volumes and over 2,500 monographic and periodical volumes.



The above photo shows a section of the shelves and cabinets in the inner room of the Qu ker Collection. The chest in the center of the photo contains the card catalog.



This view shows a section of shelving inside the vault which houses many valuable Quaker materials. Because of their size and delicate condition, volumes stored in the vault are placed on their side much like the codices of ancient libraries.

In addition to the materials indexed in the card catalog within the inner room of the collection, the main card catalog contains entries for all monographic and periodical items in the collection. Classification of the materials is generally in the area 289.6 and expansions thereof, a system devised by Earlham College, a Quaker institution in Richmond, Indiana.

Presently the collection has no full-time staff. The curator, who also recommends acquisitions for the collection, is present eleven hours a week and upon demand, in addition to serving as chairman of the English Department. Classification is performed by Mrs. Treva Mathis, who, in addition to duties as reference librarian, has tended this responsibility for the past decade.

Except for the monographs housed in the cage area, none of the materials in the collection may circulate. Admittance to and general surveillance of the collection is provided by the public services staff in the absence of the curator.

The collection is used by historical and genealogical researchers who come from all points of the globe. In 1965-1966, 214 people visited and performed genealogical research in the materials of the collection. Some theses are researched here. Presently, one faculty member is researching his doctoral dissertation in the collection.

Clerks and members from various Quaker Meetings often use materials which their meetings have deposited here. Nearly as numerous as the visitors to the collection are the research questions which arrive by mail. As far as possible, these are answered immediately unless they demand research too extensive to be handled by the staff.

If the rising interest in family genealogies and the increased use of the Quaker Collection at Guilford College in the past few years are indicative of any kind of a trend, this collection, though modest in comparison to many larger ones, will make a distinctive niche for itself during the next few years in any list of special collections in the southeastern United States.

FOOTNOTES

1 Mr. Poole is Director of Libraries at Guilford College. This article first appeared in the winter, 1967 edition of *North Carolina Libraries*, a publication of the North Carolina Library Association.

2 Gilbert, Dorothy Lloyd. *Guilford: A Quaker College.* (Greensboro, N, C.: Printed for Guilford College by J. J. Stone & Company), 1937, p. 288.

3 Milligan, Edward Hyslop. "Friends, Society of." *Encyclopaedia Britannica* (1960), IX, 938.

4 Weeks, Stephen B. *Southern Quakers and Slavery.* ("Johns Hopkins University Studies in Historical and Political Science," Extra Volume XV), Baltimore: Johns Hopkins Press, 1896, p.350.



The new branch of Wachovia Bank and Trust Company, which opened in Guilford College recently, has a definite Guilfordian tone. Above, left to right, are Jan Holyfield '69, teller; Mary Awalt '66, teller; and Roger Frost '60, manager.

On the Quaker Sports Front

Out of crisis strength is born, or so it has been said. Coach Jerry Steele, Guilford College backetball coach, has been saying for three years that Bob Kauffman has great potential as a basketball player. The big fellow (6'-8", 250 pounds) had two accidents which kept him from being his best his sophomore year, but he finished strong for all-conference and all-district designation.

This year Kauffman picked up where he left off, leading the Quakers to their best season in history: Number one in regular season conference play, at 17-3, number two in the Carolinas Conference tournament, number one in District 26 NAIA with 27 wins, six losses. However, national recognition settled on him after adversity struck the Quakers. Guard Tom Loftus was lost prior to the season, injuries plagued guard Ed Fellers and center John Brooks, and forward Pat Moriarty was ailing early in the season. Star guard Bob Bregard was lost to the team shortly after the semester break, and the experts had written off the Quakers as a championship contender. But they underestimated Jerry Steele, senior Captain Wayne Motsinger (reserve guard—forward), and Kauffman. Kauffman became the "Big K" as he led the Guilford team to six straight wins, the regular season championship, the finals of the CC tournament, the District 26 crown, and the second round of the National championship finals at Kansas City.

The experts had again written off the Quakers with the comment "no guards" after Motsinger was injured in the opening minutes of the finals of the conference tournament (Appalachian went on to win 91-67); but again they had not reckoned with the "Big K."

During the final 10 games, Kauffman shot and rebounded as he never had before, and became a great playmaker and ball handler. An opposing coach said, "I have never seen one player dominate the game so completely in this conference before." Another coach said, "He has to be the best all-time performer in the Carolinas Conference," and remember this is the league that has Henry Logan and Gene Littles. Still another arch-rival coach stated that he had to give his pivot men tranquilizers and sleep pills three days before his encounter with Kauffman.

One popular TV Sportscaster stated that "I don't know if Littles and Logan rank with Verga, Lewis, Long and Miller, but I will say that Kauffman is the best pivot man in North Carolina!"

Kauffman's play in the district finals in a rematch against Appalachian was amazing as he completely dominated the defensive backboards, slapped down numerous shots, scored thirty points, and became the focal point of a four corner offense that slowed the tempo of the contest and protected a Quaker lead.

He was a sensation with the press and "pro" Scouts in Kansas City, as he was the leading scorer and rebounder through the second round of play with 59 points, and 28 rebounds.

The culmination of all this was his selection for the Pan American trials in St. Cloud, Minnesota. The "Big K" will go up against the likes of the Big "E," Elvin Hayes of Houston, along with other NCAA Stars.

Along the way, these are the credentials picked up by the likeable, easy going Guilford junior from Scarsdale, N.Y. Freshman year: Leading team scorer (23.4 average), honorable mention all-conference. Sophomore year: Leading scorer and rebounder (24.5, 14.1), all-conference, all-District 26 NAIA, honorable mention all-American NAIA. Junior year: Leading scorer (25.7), leading rebounder (16.3), all-conference, all-state, all-District 26 NAIA, most valuable player, Carolinas Conference (by vote of coaches), most outstanding player, Carolinas Conference Tournament, Pan American trials participant, most points in a season, Carolina Conference; most points in a season, Guilford College (823), most rebounds (523), most free throws (273).

What mountains are left to conquer? Is it possible



Late Report: Bob Kauffman has been selected on the NAIA All-American team. He has also been selected for the Pan-American games, along with such NCAA stars as Wesley Unseld of Louisville, Don Moy of Dayton, and Sonny Dove of St. Johns.

for Kauffman to top this effort during his senior year? Coach Steele smiles and says "I'll take my chances with Bob, and I still feel that he has not reached his full potential."

Baseball

Suddenly, championships are a commonplace thing on the Guilford College campus. The spotlight now shifts to Coach Stuart Maynard and his Carolinas Conference, District 26 NAIA, and Southeastern Regional NAIA champions. For those who might feel that the fantastic record of last season was an oddity, the team is off to a fast start this season with six wins, O losses, as the *Journal* goes to press.

Coach Maynard notes that he lost only Captain Sandy Gann by graduation, and that his trio of pitchers have been bolstered by Richie Allen and Steve Routh. Freshman Larry Funkhouser seems to be the outstanding recruit; and the return of Joe Searcy, injured most of last season, has sparked the team.

THE SCHEDULE:

March 30	Wilmington College (Spring Trip)	Away
March 31	Wilmington College (Spring Trip)	Away
April 1	St. Andrews College (Spring Trip)	Away
April 3	Milligan College	Home
April 4	Atlantic Christian	Away
April 6	Pfeiffer College	Home
April 8	High Point College	Home
April 11	Western Carolina	Home
April 14	Elon College	Home
April 15	Appalachian	Home
April 19	Newberry College (Double Header)	Home
April 21	Catawba College	Home
April 25	Appalachian	Away
April 27	Atlantic Christian	Home
April 29	Catawba College	Away
May 1	Belmont Abbey	Away
May 4	Pfeiffer College	Away
May 6	High Point College	Away
May 8	Open for rained-out games	
May 9	Open for rained-out games	

Home games start at 3:00 P.M.

Double-Headers start at 2:00 P.M.

Coach: Stuart Maynard

Football

Coach John Stewart reports that spring football drills were "very successful." He also reports that he is greatly impressed with several freshmen who will join the squad in the fall. These include Colon Carter of West Columbus; and Johnny Blanks of Roxboro, both outstanding in North Carolina high school ranks.

The 1967 season must be considered a rebuilding one, as eight seniors, all who played important roles in Quaker successes during the past two years, will graduate. However, Coach Stewart noted that "We finished one game out of first place last year; and wound up one half game out of the top spot this year (4-2-1 conference record). The men on the team say they want to work on reducing that margin again this year. That is O.K. by me."

Junior Walter "Buddy" Smith, and Wingback Henry McKay, both All-Conference last year, have been selected as Co-captains for the 1967 season.

SPRING SPORTS SCHEDULE

TRACK

April 10—A. C. C. ..... Away
April 13 Catawba ..... Away
April 17—Elon ..... Away
April 19—P. C. ..... Away
April 22—Davidson Relays ..... Davidson College
April 25—St. Andrews ..... Home
April 27—A. S. T. C. ..... Away
May 1—Catawba ..... Home
May 5-6—State Track Meet ..... Duke University
May 8—District 26—NAIA
May 13—Carolinas Conference ..... Appalachian
May 20—N. C. A. A. U. ..... Greensboro

Coach: Jack Jensen

TENNIS

March 23—Randolph-Macon ..... Home
April 8—High Point ..... Away
April 10—Pfeiffer ..... Home
April 17—Newberry ..... Home
April 21—Pfeiffer ..... Away
April 26—Atlantic Christian ..... Away
April 28—Appalachian ..... Home
May 1—Atlantic Christian ..... Home
May 3—Newberry ..... Away
May 6—High Point ..... Home
May 8—Appalachian ..... Away
May 12—NAIA
May 15-16—Carolinas Conference Tournament Boone

Coach: John Lambeth

GOLF

March 20—Catawba ..... Away
April Elon ..... Away
April 10—High Point ..... Home
April 11—Pfeiffer-Elon ..... Home
April 17—A. C. C. ..... Home
April 18—Elon ..... Home
April 20—Appalachian ..... Home
April 21—Catawba-Pfeiffer ..... Away
April 28—High Point Away
May 2—Catawba ..... Home
May 5—ACC—Wilson—Invitational
May 12—Appalachian ..... Away
May 15, 16 Conference—District 26 Tournament Boone, N. C.

Coach: Wilbur Johnson

The address used here is the latest that we have in the Alumni Journal mailing list. If the addressee is away from home but has no other permanent address we suggest that you send this to him or her by first class mail. If the addressee has moved or has a relatively stable address elsewhere please advise us or your postmaster of the correct address.

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ALUMNI ISSUE DECEMBER, 1967

GUILFORD

COLLEGE BULLETIN

ALUMNI LEADERS 1967–68

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Communications, a Two-Way Affair	2	William Benbow
Association News	3	
On the Quaker Sports Front	6	Mike Reinhart
"North Carolina: A Demographic Profile" Paul Zopf's New Book	7	
Faculty Forum: The Inhumanities, 1984	10	Ann Deagon
Presenting: Pipes and Drums	14	
Building, Expanding, Renovating	16	
Nette Bossert, Gift of the Friends World Conference	20	
Students Speak Out: Passiveness Past	22	Richardson McKelvie
On Campus	23	
Class Notes	26	

GUILFORD ALUMNI JOURNAL

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Editor: Caroline Carlton
Assistant: Becky Long
Photography: Jack Baucom and Peter Julian
Director of Development: Al Wheeler
Director of Alumni Affairs: William Benbow

Cover: Drawing by Linda Sue Hopkins taken from architectural sketch of the new men's dorm now under construction.



Association news

COMMUNICATIONS: A Two-Way Affair

by Bill Benbow '67
Director of Alumni Affairs

The Alumni Office has received a number of letters from alumni who are very concerned about their relationship with the college. The following letter is very typical of those received: "I frankly have been quite disappointed with the lack of contact between the college and the alumni. Journals, letters, etc. arrive rather sporadically and frankly have little real interest to me. I feel that a closer relationship is desirable and perhaps necessary. For example, I recall only one notification of an alumni meeting in the Philadelphia Area and this was many years ago. Even though our number is small, I personally believe annual meetings could be arranged and of merit."

This loss of contact between the college and the alumni is due to a breakdown in communication, but with the combined effort of all involved, this problem can be overcome. The first question is "What is the Alumni Office doing to overcome this situation?" The Alumni Office is in a state of reorganization. Staffing has increased, better records are being kept, and through the efforts of Miss Caroline Carlton, director of the news bureau, the *Alumni Journal* will appear in September, December, March, and June. Occasionally additional items of interest will be mailed to the alumni so that you can have an awareness of the college's activities in your geographical area, as well as those activities that occur on the campus.

Another realm of communication between the college and the alumni is Area Chapter Meetings. Such meetings will enable you to gain some first hand knowledge of the new and changing programs occurring at Guilford. Needless to say, many Alumni Association Chapters have not met in many years, but given the time and effort for total reorganization, each chapter should begin to meet at least annually. But allow me to emphasize the fact that I need your interest and participation for there is little that the Alumni Office can do unless it has the full cooperation of you, the alumni.

Now that it is understood that the Alumni Office is ready and willing to give you the communication and personal involvement that you are seeking, a second

question should be asked: "How can we, the alumni, give the Alumni Office the assistance that it seeks?" Alumni should inform the Alumni Office of their address changes. The entire communication procedure relies on mailings. You cannot be informed of an alumni meeting, an activity of the college in your area, or receive your *Alumni Journal* unless the Alumni Office has your correct address. In many instances your literature is mailed second or third class bulk rate, and such literature is not forwardable.

In conclusion, I believe that the Guilford College Alumni Association, will be well started on a new period of growth if you, the alumni, will concern yourselves with communication. Keep the Alumni Office informed of your changes of address, your interest in belonging to an active alumni chapter, and your desire to support Guilford College and its alumni program.

CLASS AGENTS KICK–OFF MEETING

At the second annual Class Agents' Day more than 60 alumni and friends of the college gathered for the 1967-68 Loyalty Fund kick-off meetings. After a morning coffee session, the first order of business was an alumni workshop. This meeting provided an opportunity for Agents to raise questions before and after the formal program which included presentations from the President of the Alumni Association, John R. Haworth; President-elect and Loyalty Fund Chairman, Jack E. Tilley; Director of Development, Al Wheeler; and Director of Alumni Affairs, Bill Benbow.

Information was spiced with graphics as the agents were given a tour of the campus on their way to the pre-game luncheon. First stop was the newly renovated Duke Memorial Hall which houses classrooms, faculty offices, a new language laboratory and the audio-visual center. They got a chance to see the renovation under way in Archdale Hall, and the site of the $700,000 new men's dormitory where construction is just beginning.

Trustee Counselor, W. Linwood Beamon '32, addressed the luncheon crowd, as did Jack Tilley and David H. Parsons, Jr. The importance of the Loyalty Fund in encouraging unrestricted and currently expendable giving funds was stressed. The speakers stated that through the efforts of the class agents, parents and faculty and staff leaders the minimum amount of $40,000 is a realistic, yet challenging goal. This is a $15,000 increase over last year's Loyalty Fund Goal.

After the luncheon, class agents, trustees and friends adjourned to watch the Guilford Quakers defeat Newberry College 51-6 – the end to an excellent kick-off in more ways than one.

ALUMNI CHAPTER MEETINGS

The Alamance County Alumni Chapter (that sounds very impressive as a title, but it wasn't a stodgy meeting) held the first alumni get-together of the year on Septmeber 23. Eighty alumni from Burlington and Greensboro with faculty and staff from the college met for a dinner at Huey's Steak House before the Guilford-Elon game. Melvin H. Lynn '33, president of the Alamance association presided over the informal affair.

But it was the Yankees (naturalized or native) who put



Alumni & Friends-Flight to C. W. Post game - N. Y. Alumni meeting, - Left to Right: Ralph Cummings, John Haworth, Mr. and Mrs. Max Welborn & family, Mr. and Mrs. Herb Ragan, Mrs. Blackwelder, Ann Tilley, Ann Johnson, Barbara Stewart, Ester Cummings, Sue Lum, Bill Benbow, Mr. and Mrs. Tom O'Briant, Mr. and Mrs. Jennings Withers, Mr. and Mrs. Dallas Smith.



Recent Alumni become as excited as students seeing the Quakers beat Otterbein.

all the Southern alumni to shame. The largest Guilford Alumni gathering off-campus "happened" November 4, at C. W. Post College in Brookville, Long Island.

Nearly 300 alumni in the greater New York area turned out for the game. Quite a welcome for the Greensboro crowd of 36 alumni, Quaker ball fans and college personnel who flew from Greensboro with the football team Friday before the game. At Newark the Greensboro crowd was met by buses and taken to the Commodore Hotel.

By game time Saturday morning, the C. W. Post section reserved for Guilfordians was filled and overflowing with nearly 300 fans from northern New Jersey, New York, Connecticutt and Rhode Island. The Quakers performed outstandingly for the Southern and Northern Guilford fans, whalloping C. W. Post 35 to 14. And for all the Quaker fans back home, Dr. Hobbs spoke over the radio at halftime.

After the game, a reception was held in Riggs Hall on the campus. According to Bill Benbow, 37 classes of alumni were represented at the open house and at the buffet dinner which followed.

At the informal meeting Lee Jacobson was named alumni chairman and Joseph M. Leake, vice chairman, for the Greater New York Area Alumni Association. Mr. Jacobson and Mr. Leake did much of the advance organizing for the meeting of the New York association which had not met formally for 6 years. The New York Alumni heard briefly from John Haworth and Bill Benbow who introduced Dr. Hobbs, whom most of the alumni were meeting for the first time.

Dr. Hobbs spoke on the recent changes at Guilford -- the physical expansions and renovations, the academic upgrading, the increase in faculty salaries. Dr. Hobbs told the New York alumni that Guilford was now judging itself not by regional, but by national standards. He also told the alumni that Cox's Hall would no longer be used after the completion of a new men's dorm next fall. This drew a long cheer from those alumni who had lived in Cox!

CONSTITUTIONAL AMENDMENT

Notice is hereby given pursuant to Article IX of the Constitution of the Guilford College Alumni Association that the Board of Directors propose to amend Article III, Membership, Section (b) of the Constitution to read as follows:

> (b) Full-time administrative officers and members of the faculty, specifically including former full-time administrative officers and faculty members who have retired, who do not otherwise qualify as members of the Association shall be honorary members of the Association.

This proposed amendment will be considered at the meeting of the Board of Directors of the Guilford College Alumni Association at the January 2, 1968 meeting at the college.

HOMECOMING
1967

Presidents and a Queen
Dr. Hobbs, Dr. Milner, and Valerie Szathmarie.



Highlighting the varied Homecoming activities, Saturday, October 7, was the football game between the Quakers and Otterbein College of Westerville, Ohio. Guilford reigned victorious by defeating her visitors 47 to 13. Thus, the undaunted spirits of alumni and visiting friends thrived, in complete disregard of the miserable weather.

Alumni activities began Saturday morning with President Grimsley Hobbs' reception in Founders Hall, followed by a buffet luncheon. Upon completion of the afternoon activities, the scene shifted to the buffet dinner at the Guilford College Jaycee Club House. The alums rounded-out their day with a dance and entertainment by "Buck Rousche and the Desert Knights."

Early in the week, the 980-member student body began their dorm decorating and float building for the parade at 1 p.m. Saturday. Friday night the Student Union sponsored a laua, and on Saturday a dance featuring the Shirelles, top recording artists.

Performing during halftime at the pleasure of the spectators were the Guilford College Pipes and Drums and the Guilford High School Band. The half-time activities were centered around two equally important events of the day -- recognition of Guilford football All-Stars of yesteryear, and the crowning of the Homecoming Queen. Also in the spotlight for their successful organizational efforts were Mrs. Audrey S. Duncan of High Point, Homecoming chairman, and Joe Hooker of Mt. Airy, student chairman.

The "Queenly" nominees, totaling 16 in number, were: Carol Ann Lampley of Biscoe; Mary Weston of Matthews, N. C.; Lynne Holcomb of Wilmington, Del.; Pam Atkins of Spray; Becky Mills of Richmond, Ind.; Jean Parker of Forest Park, Ga.; Martha Bradshaw of Rose Hill; Lynn Marshall of Greensboro; Rachel Rees of High Point; Patricia Davis of Advance; Sue Disharoon of Laurel, Del.; Martha Petty of Rural Hall; Jill Taylor of New Concord, Ohio; Patty Irwin of West Palm Beach, Fla.; Julie Kemper of High Point; and Valerie Szathmarie of Washington, D. C. From this "bevie of beauties," Valerie Szathmarie was crowned, receiving the coveted title of Homecoming Queen for 1967.

On the Quaker Sports Front

by Mike Rinehardt

With the close of the 1967 football season, another era has ended at Guilford College. It seems funny to call a person an era, but you can when you talk about Guilford College's Henry McKay. Henry, who has led the tough Quaker football team to one of their finest records in history, has been nominated by the Guilford College Athletic Department for 1967-68 All-American honors. McKay is the fourth to receive these honors -- halfback John Meroney was the first in 1959, followed by Wayne Henley in 1960, and Ron Winslow in 1965; Meroney being the only player to gain first team honors to date.

But what goes into making up an All-American? As a junior Henry McKay toppled Guilford and Carolina's Conference pass receiving record by pulling in 55 aerials good for 766 yards. The old record was held by Bucky Pope of the Los Angeles Rams. This year the 6' 1', 195 pound flankerback from Norfolk, Va., has totaled 822 yards for six games – a game average of 116.4 yards. For the first six games he has scored eight touchdowns; six have come on passes, one on a 90 yard kick off return, and another on a 70 yard punt return.

During the 1966 season McKay was named All-Conference halfback, as well as All-District halfback. Passing, sure hands, deceptive moves and two strong feet -- this is Henry McKay, All-American 1967. So good in fact such professional teams as the Pittsburgh Steelers and the Los Angeles Rams have shown an interest in him. It has led Coach John Stewart to state that, "Henry is the most dedicated boy to the game of football it has been my pleasure to coach." Walt Riddle, sportswriter for the Greensboro Daily News-Record says, "He's hardnosed and in many ways is like the great pro receiver, Tommy McDonald, of the Atlanta Falcons. He has had double coverage all season and yet still comes up with the key receptions on third-down plays."

Quaker Cagers Face Top Conference Teams

With the beginning of the 1967-68 basketball season, the Guilford College Quakers will have one of their toughest years. According to coach Jerry Steele every team in the conference has improved and this makes them all strong contenders for the conference crown. The top six teams the Quakers will face are Catawba, High Point, Western Carolina, Elon, Appalachian, and Atlantic Christian. Also, the Quakers lost two starters; Wayne Motsinger at graduation and Leon Young with a back injury received last December.

The Quakers top four men will be back. Forward Pat Moriarty returns 15 pounds thinner, and coach Steele thinks this will greatly improve his playing. Ed Fellers, who had a shoulder operation in July, will alternate at forward and guard. Bob Bregard, at guard, and 6' 8" Bob Kauffman at center will be starting again. Tommy Loftus and John Brooks will alternate as starters with Rodney Gaylord and Richie Allen also seeing action.

Coach Steele asked to comment on his team, said, "I won't say too much now; I should know more in about three weeks, but I think we will have a good season." And what about the prospects against High Point? "No comment."

BASKETBALL

Nov.	27	UNC-C	Away
Dec.	2	Elon	Home
	5	Pfeiffer	Away
	8-9	Gate City Classic - Greensboro High	Home
	11	Newberry	Away
	14	ACC	Home
	27,28,29	Springfield Tournament	Away
Jan.	4	Catawba	Home
	6	Appalachian	Away
	13	Newberry	Home
	24	High Point - Greensboro Coliseum	Home
	27	Georgia Southern	Away
	29	Presbyterian	Away
Feb.	1	Catawba	Away
	7	ACC	Away
	10	Belmont Abbey	Home
	12	Presbyterian	Home
	14	Lenoir Rhyne	Home
	17	Pfeiffer	Home
	19	Lenoir Rhyne	Away
	21	High Point - Greensboro Coliseum	Home
	24	Elon	Away
	28	Carolina Conference Tournament	

WRESTLING

Dec.	2	UNC	Home
	6	Elon	Home
	12	Wesleyan	Home
Jan.	9	Wilmington	Away
	13	Wesleyan	Away
Feb.	5	Elon	Away
	14	Wilmington	Home



NORTH
a Demographic Profile
CAROLINA

Dr. Paul Zopf, a botanist who switched to sociology because he "became tired of the non-human aspect" of his subject, has recently become the first scholar to be published by the North Carolina Population Center at Chapel Hill.

His book, North Carolina: A Demographic Profile, has been described by sociologist Rupert Vance of the University of North Carolina as "the definitive work of the population of North Carolina." Zopf, a quiet, smiling man, himself admits surprise that such a study had not been undertaken before.

In writing the 428-page study, Dr. Zopf took raw census data and turned them into a palatable form, with meaning for laymen and sociologist alike. "It's basically a description of the most valuable resource of North Carolina -- her people," he said.

A principal thesis is that "North Carolina is a study in extreme contrasts. The state has what I think to be the most rapidly developing complex of urban areas in the Southeast, the Piedmont Urban Crescent. But at the same time North Carolina contains some of the nation's most rural areas in folk cultures of the mountains and in the remote coastal regions." Zopf cites three major problems as a result of these contrasts: the need for unifying the four distinct regions of the state; attaining educational progress in the areas where it is most needed; and bringing about a receptivity to change. "The urban centers generate much of the change, but the East and the West are slow to accommodate, therefore there is inevitable friction -- race relations is only the most obvious example," Dr. Zopf said.

The most basic and significant change occurring in the demography of North Carolina now is the high rate of migration and rapid residential shift from rural to urban areas, according to Dr. Zopf.

Based on 1960 census figures, Dr. Zopf shows that North Carolinians follow two general patterns of movement. Within the state, they move from traditional farming districts into the Piedmont region; and they move out of the state in such vast numbers that North Carolina yearly sustains considerable population losses from interstate migration. Persons aged 18-29 are particularly scarce because of this movement.

Migration claims an especially high proportion of the state's young adult Negroes -- especially the males. Although the importance of agriculture is declining parallel to the state's rapid growth in manufacturing "Negroes continue to occupy low-status jobs, in agriculture and out of it, showing less occupational mobility than whites," Dr. Zopf said, "and many of them, lacking training for other occupations, have little prospect for change."

Net losses in population during the 1950-60 period were to states in which the levels of living were higher than North Carolina, primarily Florida, New York, California; whereas the majority of net gains were from Southern states, in which the level of existence was fairly low.

But despite the high rate of migration (only ten of the state's counties incurred net gains in population because of migration), North Carolina is surging ahead as a whole, and ranks twelfth highest in total population.

Dr. Zopf is at work on a second book -- this one with Dr. T. Lynn Smith, graduate research professor of sociology at the University of Florida. The text deals with the principles of rural sociology -- rural life on an international level and the problems of development.

Dr. Zopf traces his interest in rural sociology to his childhood. A native of Bridgeport, Conn., he was reared in an industrial city, but spent his summers working on the dairy farm of his German grandfather to earn money for college. "He was the prototype of a 19th century immigrant, self-sufficient, with a deep respect for education and the land. I learned much practical rural sociology from him and acquired from him the incentive to pursue this line of endeavor," Dr. Zopf said.

Dr. Zopf has been teaching at Guilford since 1959, and is now acting chairman of the sociology department and associate dean of the college.

He is married to the former Evelyn Montgomery of Laurel, Miss., and they have one son, Eric Paul, age five.

Its total population places North Carolina relatively high (twelfth) among the states and causes it to be more densely settled than 33 of them.

The geographical distribution of the inhabitants is such that high concentrations of people are found in the central portion of the state, whereas the eastern and western one-thirds are more sparsely inhabited. The Piedmont Crescent, location of the state's major cities, is one of the most important urbanized regions of the entire South.

The state's population is a "youthful" one, containing a relatively large proportion of children and a comparative scarcity of adults of all ages, including those in the productive years and the aged. Persons from 18-29 are especially scarce, primarily because of this age group's migration from the state. This is particularly true for the Negro population which contains an even higher proportion of children, and a much lower percentage of adults than the white segment.

Compared with the nation as a whole, the educational status of the people is low. This is especially the case among the Negro population. The persons who have received the most schooling are young adult whites who live in cities or on the military installations; whereas those who have had the least training are older Negroes who live in all residential areas, but especially in the rural districts.

These great educational differentials by race reflect the extremes in social stratification which still prevail in the state despite tendencies toward convergence. The trends in education, however, reflect rapid improvement, having had the greatest initial handicap to overcome.

Agriculture, manufacturing, and trade employ the vast majority of those in North Carolina's work force. In fact, manufacturing provides employment for a larger share of the state's labor force than it does for the nation at large.

Two additional facts of interest along the labor line are: an unusually high proportion of females is involved, mainly in textile manufacturing which is the state's largest industry; nonwhites (mostly Negroes) are an important part of the labor force in North Carolina.

The people of North Carolina have relatively low rates of reproduction as compared with those in the nation as a whole. This is largely the result of the mass exodus from the state by those in the fertile ages, although changes in birth folkways have played an important part. So much of the migration has involved movement from agriculture areas, that now there is an indication that the level of reproduction on farms is below that of the cities.

The balance between males and females in North Carolina is now about the same as that of the nation. No longer is the state characterized by rurality with its high proportion of males. Rather it is experiencing a rapid urbanization which is associated with a relatively large number of females. This balance between the sexes results in part from the tendency for young adult males to leave their native state for other parts of the nation.

Negro males of all ages are scarce, partly because of their heavy exodus from North Carolina and partly because of the fact that even at birth, they outnumber females only slightly. Among whites male births considerably outnumber female.

The population of the state continues to be far less urban than that of the nation as a whole. However, the growth rate of the urban population is greater in the state than in the United States at large and this is indicative of the extremely rapid pace of urbanization, of the concomitant decline of rurality, and of changes in other closely related sociocultural features. These changes from a rural-dominated society to a highly urbanized one are among the most basic which are occurring in the state.

The Piedmont region is the epitome of urbanization, the eastern part of the state is the stronghold of rurality typified by tenancy and sharecropping, and the Mountain region is an outstanding example of a traditional folk rurality in which ownership of subsistence farms figures prominently.

Negroes and whites are equally likely to be urbanites but the former are much more inclined to be living on farms. Furthermore, the composition of the rural-nonfarm population varies greatly by race, with whites tending to be suburbanites and Negroes having their homes on subsistence plots too small or too poor to be classified as farms.

The major functions of North Carolina's cities are closely related to the types of industrial pursuits which employ a sizable share of the work force. The major centers are no longer dominated by single functions but have become involved in manufacturing, wholesale and retail trade, transportation, education, government, and various other sources of jobs.

Paul Zopf still finds time for office hours, while holding three positions – professor, acting chairman of the sociology department, and associate dean of the college.

North Carolina's population continues to grow relatively slowly and steadily as compared with that of the nation as a whole. The rural population continues to decrease, with the rural farm segment declining especially rapidly, the rural-nonfarm growing, while the urban segment expands rapidly. The proportion of Negroes in the population also is declining, for members of this race migrate from the state in such large numbers that even their comparatively high rates of natural increase cannot sustain their previous level or relative importance.

All of these patterns of growth and decline have produced fairly high rates of expansion in the urbanized central portion of the state and either low rates of increase or actual decreases in most of the other sections.

EDITOR'S NOTE:

Copies of North Carolina: A Demographic Profile can be ordered from the Population Center, 500 Pittsboro Street, Chapel Hill, N. C., for $5.00.





THE INHUMANITIES 1984 . . THE INHUMANITIES 1984 . . THE I
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by Ann Deagon

First of all I would like to express my pleasure at being selected to address the student body of Guilford College in this year of 1984, on the occasion of the celebration of your 151st year of almost continuous educational service – interrupted only by the atomic disaster of December 1967.

The title of my talk today is "The Inhumanities."

When I began preparing this lecture, on instructions from Dr. Feagins, your Director of Organized Thinking, it occurred to me that I had appeared before you back in 1967 (on the "eve of destruction," as a contemporary song so prophetically phrased it), the mere title of my talk, "The Inhumantities," would have confused and alienated an audience of that day.

For in 1967, at least in those institutions which designated themselves as "liberal arts colleges," it was the archaic term *the Humanities* which received the adulation – usually hypocritical, but occassionally sincere – of students, faculty, administration, and even trustees. It is significant, by the way, to note what so few of the educators of that period suspected: that the truly vital element of higher education turned out to be not the content (whose fluidity allowed it to be replaced easily), but the container - that is, the rigidly established relationships among those whose duty is to learn, to teach, and to make decisions.

In fact, educators of the pre-holocaust period seem to have been rather embarrassed by the obvious difference of function among students, teachers, and administrators, and

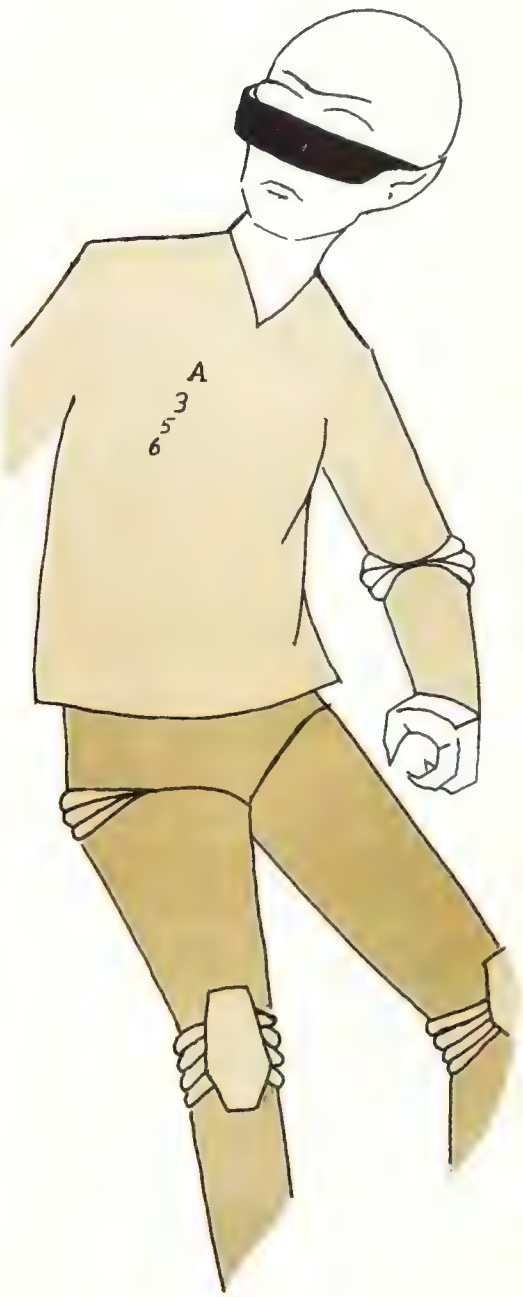
sought what appear to us rather far-fetched and even comical methods of blurring these distinctions. For instance, administrators seem to have gone to great lengths, by means of constant department meetings, committee meetings, faculty meetings, faculty conferences, and even retreats held in resort hotels, to convey the impression that the faculty was actually making decisions.

The faculty, by encouraging seminars, discussion groups, independent study, and "academic freedom" for students, attempted to convince the student body that they were educating themselves, while the teachers piously disclaimed any grasp of actual knowledge, and insisted that they themselves were simply perennial "seekers after truth."

The result of this deep-seated confusion of roles was utter chaos. It is perhaps symptomatic of the basic hypocrisy of the pre-holocaust liberal arts college that the term *scholarship* and the term *professorship* had come to indicate no more than a designated sum of money paid the student or teacher on condition that he maintain the prevailing fiction.

But to return to our topic: despite the obvious fallacies inherent in the humanistic and humaniterian view of life promulgated in the pre-holocaust colleges, it is impossible to gain a true understanding of the Inhumanities of our now perfected educational system without examining in some detail the archaic curriculum known as *the humanities.*

One of the most laborious studies included under this



heading was the foreign language: that is, the student was required to learn to say things that would never have occurred to him to say, using a vocabulary and grammatical structure which convinced him of the absolute idiocy of whatever nation had originated the language. The effect on international understanding was of course disastrous, as students naturally transferred their hostility toward the language to the leaders and even the entire population of the foreign country.

It may at least be credited to the perception of administrators, that once this tendency among students was understood, college after college instituted new courses in the language of hostile nations; and first Russian, then Chinese language courses fanned the anti-Communist fervor of the American student. The countries of Europe and Asia, of course, had long practiced this technique, having early recognized the study of English as a source of limitless frustration.

It must be admitted that the use of machines for translations was already being experimented with in 1967, but it was mistakenly felt at that time that mechanical translation, omitting as it must the more elusive personal and emotional overtones of human language, might lead to awkard misunderstandings in international relationships. Human interpreters were unfortunately retained on the hot line between Washington and Moscow -- and as most of you know, there is considerable evidence that the holocaust was triggered by a member of the Free Speech League of the University of California at Berkley, who inadvertently came in contact with the hot line in the course of a sit-in at the White House.

It is obvious to us now that the true purpose of translation is not to convey but to filter out all emotive and strictly "human" connotations of language, leaving only the basic information easily computerized; and courses in the techniques of the Dehumanization of Language are now included in most of our Inhumanities programs.

Another area of the humanities in which purposes and results were similarly confused is the teaching of English. The frustrations involved were similar to those of foreign language courses, with the student forcibly convinced in his freshman year, that English grammar was impossible to comprehend; and in his sophomore year, that it had been equally impossible for Chaucer, Milton, and Shakespeare. The professor expended all his energies demonstrating to the student, by frequent red pencil marks in the margins of the themes, his utter incapacity to write an intelligibile sentence -- leaving the student to discover for himself in succeeding semesters the corresponding unintelligibility of the great authors.

While not denying the value of the study even of the English language as a means of communication where computerized communicators are not available, we in the Inhumanities feel strongly that literature as such has no place in the college curriculum. The reading and writing of literature are universal human failings, but surely it is the highest duty of the educational institution to protect the inmates from contact with anything which would tend to foster such "human" qualities.

It is precisely because literature lies at the heart of the humanities that we so strongly deplore its availability even outside the university walls. I find myself forced to disagree here with the recent decision of our supreme court, which has taken the reactionary position that literature as such is not obscene, provided that it bears some sociological significance.

Another area included in the Humanities was the classics, so called because only the leisure classes could invest the time it took to master them. This field succeeded in combining the worse feature of language study and literature, as the classical writers had been shamelessly intent on revealing man's most deeply human qualities, while the study of the classical languages required a distinctly inhuman amount of labor.

In addition to the theory of creative frustration which seems to have underlain the teaching of classical languages, the study of the classics was supported by an ill-founded belief in the uniqueness and excellence of ancient Greek culture. One is astounded at the admiration felt by students of the humanities for the ruins of Greek architecture, which undoubtedly inspired them to reduce their own cities to the same state.

Most destructive of all, however, was the reverence paid to two wise-cracks which some vandal had carved on a temple to the god Apollo: Know Thyself -- which the college community used as an excuse for ignoring the rest of the world; and Nothing in Excess -- a pernicious ideal which served to justify limited war and moderate casualties.

The study of religion was also included in the Humanities -- oddly enough, since its principle concern was with a non-human being known as "God," who had last been reported seen some 2,000 years earlier by a young woman in Judea. (The details of the story are best passed over in silence.) At any rate, the question of greatest concern to the religionists of 1967 was whether or not, after a 2,000-year absence, God might be presumed dead.

The claim of religion to a place in the humanities was perhaps based on the moral teachings of the church in the area of human relationships, epitomized in the statement that "all men are brothers." It would be extremely difficult to reconcile this statement with the realities of life in 1967 or with the actual practices of church members, did one not recall that the pattern for brotherhood had early been established by the Biblical characters Cain and Abel, one of whom slit the other's throat.

It should at least be stated in defense of teachers of religion that few if any had been taken in by their subject matter; and most were unlikely to worry over whether God was dead, being quite unconvinced that he had ever been alive.

While we are on the subject of religion, it would be appropriate to comment on the position taken by the religious Society of Friends (the significance of the name remains shrouded in mystery). As you no doubt know, much material relating to this sect was unearthed from the ruins of old Guilford College, which suffered surprising little in the 1967 holocaust, probably because of its remoteness from any center of civilization. Leaders of the Society of Friends, greatly concerned not with the death of God but with the death of human beings, attempted to reconcile opposing factions and promote peace.

Their failure may in part be attributed to procedural difficulties, as their tradition demanded that the majority's will (if it could ever be determined) was automatically vetoed by influential individuals known as "heavies." We must beware, of course, of attributing to this sect the mechanized methodology and computerized concepts which provide the rationale for our own peacemaking. Their commendable efforts toward peace seem to have sprung from an amusing theory that God, though dead indeed, had been blown to bits, and each human being had somewhere about his person a little bit of God.

Although associated with the social sciences -- a term indicating in itself the mistaken concepts of science and society held by the Pre-holocaustians -- historians were generally eager to be included in the humanities, perhaps feeling that this would give them greater claim to be considered human themselves. But even historians, whose study of the past history of the human race should have sufficiently indicated to them the nature of attributing the continual collapse of empires to man's failure to live up to his humanitarian ideals, to cherish those instincts which seperated him from the inanimate and the animal world.

Let us pass to the consideration of how the Inhumanities program was initiated. The object failures of higher education in the Pre-holocaust colleges were due primarily to the predominance of the humanities. Existing side by side with the humanities, however, were several other fields capable of constructive contributions to the reconstruction and redirection of civilization.

The scientific method was known to the Pre-holocaustians, although it was limited to the primitive form of trial and error, while their equally primitive concept of statistics had apparently convinced them that the more times one repeated the same error, the greater the chance of success.

Primitive computers had been constructed by 1967, and even then it was clear that in the crucial area of decision-making the computer represented man's only hope for the future. But as a result of the pervasive humanism of the universities, scientists were mistakenly attempting to pattern the computer after the human mind. Only with the advent of the new Inhumanities program have we been enabled to pattern the human mind after the computer.

Science and technology, then, provided us with the means to program young people with total efficiency, supplying their minds with accurate information and unwavering loyalty to principle.

The real problem faced after the holocaust, however, was how to evolve reliable and effective principles for the conduct of human affairs. Re-examining electronically the pre-holocaust colleges, we discovered the unexpected fact that even in 1967 the educational institution was modeling itself increasingly on the factory, and the techniques of mass production were being employed with amazing success on the average student. Why not seek our principles from the business and industrial area?

The felicity of this decision has been demonstrated beyond question -- and one marvels only that the pre-holocaustian humanists failed to see the efficacy of the business approach to the world's problems.

Once man was reduced to his true proportions, as a useful but limited mechanism, the production of which may be speeded up or cut back at the stockholder's will, or in accordance with the law of supply and demand, problems which had plagued the humanitarians simply dissolved before our eyes. For instance, the embarrassing surplus of outdated models (known euphemistically to the Pre-holocaustians as "senior citizens") could simply be junked, especially as the original design included the universally valid concept of planned obolesence.

New human models gradually became available after the holocaust, in great variety due to the mutations produced, although admittedly some models were recalled because of hidden defects. Our designers are now equipped to bring out a new model each year, and take particular pride in their development of their enlongated fin.

Pre-holocaustian society, and the colleges in particular, insisted on external conformity in personal appearance, but perversely permitted internal deviation from accepted ideas, terming this anomaly "academic freedom." Today we encourage external diversity -- and it gives me great pleasure to look out over an audience presenting so many pleasing variations in the number and position of eyes, ears, fingers, and such; especially since I may be quite assured that you are all programmed to think exactly alike.

For the ultimate justification of the Inhumanities program lies in you -- that is, in the peculiar quality of life exemplified by those who have undergone its influence, and of which you here today are heartening examples.

You know no language but you own, and readily acknowledge its inferiority to the inhuman language of the computer.

You abhor literature, and rightly so, recognizing the dangers of its humanizing propensities.

You reject the seductive ideal of classical culture, retaining only that salutary insight: "Man is the Messer of All Things."

(Continued page 32)

PRESENTING:



pes and Drums

Guilford College cannot claim additional fame by answering the time-worn-thin question of "what does one wear under the Scottish kilt?," but it can successfully boast that its bagpipe band is the only one in North Carolina, indeed one of very few in the nation.

The Pipes and Drums of Guilford College, begun in 1964, is under the capable direction of Dr. Henry Hood, the proud possessor of more than a decade of experience of teaching and playing the highland bagpipes. Other members of the group are: Herb Hobbs of Greensboro; Tim Snyder, '69, from Richmond, Ind.; Pipe-Major Dave Roberts, '68, from Poughkeepsie, N. Y.; Gary Johnson, '68, from Silver Spring, Md.; Phil Pollit, '68, from Siler City; David Hunter, '68, from Brooklyn, N. Y.; Tom Huntington, '68, from Haddonfield, N. J.; John Knight, '69, from High Point; Herb Poole, director of libraries, and Donald Deagon, assistant professor of English.

Playing the pipes requires hours of practice, unflenching interest and perseverance – the patience of Job. Individually the practice is daily, but as a band, they are together once weekly on Friday. This is evident when these capable enthusiasts perform, blending the colorful, stirring skirl of bagpipes with the roll of drums.

Outfitted with their pipes, drums, kilts, hose, spats, and doublets, the band never ceases to create interest from the crowds gathered for their performance. The tartan design used by the group is that of the Graham of Montrose, in traditional colors. Their kilts are ordered directly from Scotland ranging in price from $115 to $125. To completely outfit one piper, it costs around $600 – a nice hobby for the rich or the dedicated.

Their repertoire includes some of the most famous of all Scottish songs (Scots Wha Hae Wi' Wallace Bled, Skye Boat Song, Scotland the Brave, and Blue Bells) as well as some of the oldest marches (Cabar Feidh or Stag's Head) and some old melodies arranged for the marching band, like the 15th century Pibroch of Donald Dhu.

During the 1966-67 school year, the Pipes and Drums performed throughout the Piedmont and Mountain areas of North Carolina. This year performances are scheduled for the Christmas parade in Greensboro, Burlington, Mt. Airy, Concord, Clinton, Belmont, Whiteville, Clayton, Morganton, High Point, Walnut Cove, Mt. Holly, and naturally, on Grandfather Mountain at the Highland Games and Gathering of the Scottish Clans.

Sir Winston Churchill once said that "a gentleman is one who can play the bagpipes, but doesn't." Contrary to Sir Winston, the Guilford College gentleman is one who does.

Henry Hood -- leader of the band





PRESERVING THE PAST WHILE BUILDING FOR THE FUTURE

Dr. Raymond Binford in his last presidential report in 1934 said, "I have tried to make what *is* a natural unfolding of what *was*." This philosophy of preserving the past in building for the future has been maintained in the current physical expansion. In the past three years the college has undertaken the construction or renovation of seven major campus buildings: New Garden, Duke Memorial, Archdale, White and King halls, a new men's dormitory and Friends Homes. Yet for all the bulldozing, scaffolding, painting and polishing, Guilford College's structural character remains in the traditional Georgian style -- only aesthetically more pleasing and architecturally more functional.

A major impetus for the mushrooming building and restoring came in 1964, when Charles A. Dana pledged $93,600 for a three-building renovation of New Garden, Duke Memorial and King halls. For this stage of expansion, Guilford also received $114,116 in federal funds under the Higher Educational Facilities Act of 1963, and has requested an additional $37,496. The government under the 1963 act pays up to one-third of the cost of space used for educational purposes.

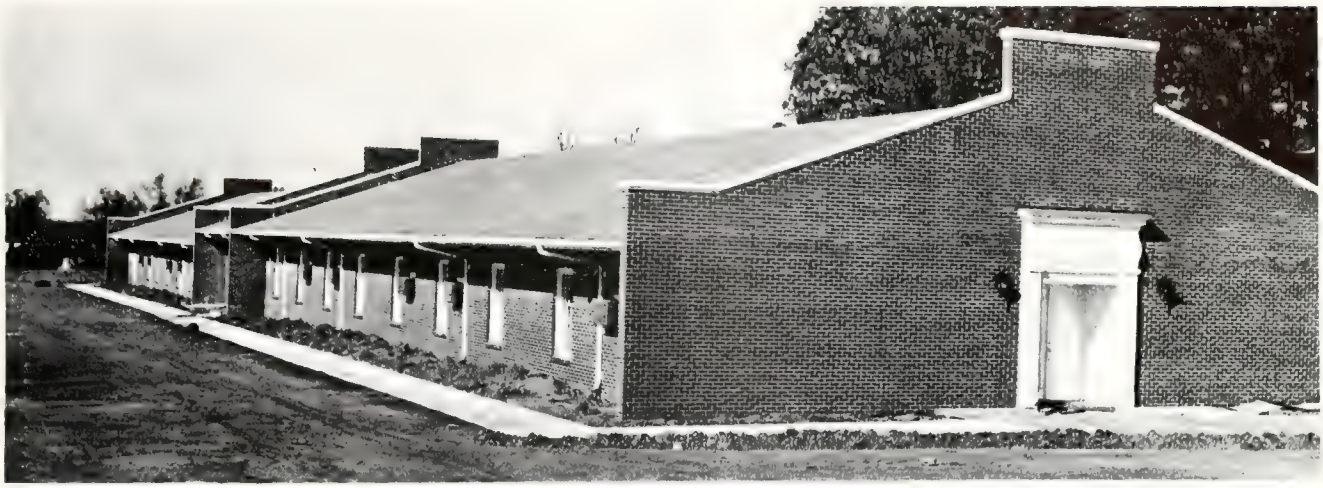
New Garden Hall, formerly New Garden Meeting, was the first target, and renovations were completed last fall. The building had stood vacant for many years, and the trustees decided to utilize this space for administrative offices, thus freeing Duke Memorial Hall for additional classrooms and office space.

Last May, the vacant Duke Memorial Hall became the second project. One of the oldest buildings on campus, "Mem" Hall came into existence on April 2, 1897, as the result of a $10,000 gift from two former New Garden students, Benjamin and James B. Duke. The Duke brothers gave the money in memory of their sister, Mary Elizabeth Lyon, also a former student. The original building was designed primarily for science instruction, housing chemistry, physics and biology laboratories, a museum of natural history and a second-floor auditorium.



(above)
The modern language lab being installed in Duke Memorial Hall.

(below)
White Hall on Friendly Road is the new home of the Development, Alumni and Publications offices.



The newly renovated Duke Memorial Hall also received support from the Duke family. The college was endowed with $46,332 from the Doris Duke Fund and $10,000 from Duke Power Company for the elaborate project which called for a modern interior design and the addition of a third story. Occupied in November, Duke Memorial Hall now contains nine classrooms, a seminar room, office space for fourteen faculty and staff, a large language laboratory and an audio-visual room. The enlarged language lab facilities were made possible by a $10,000 gift from Ralph Price of Greensboro. The audio-visual center contains a projection booth, screen, and individual sound controls for each of the 75 tiered seats. The late C. Elmer Leak endowed the college with $62,875 for the center and the room has been named in memory of Mr. Leak and his wife. A re-dedication of Duke Memorial Hall is planned for April.

The third building in the project was King Hall, which besides renovations, received scientific laboratory equipment. Future plans for King call for an estimated $600,000 addition which will triple the current classroom space. When this addition is completed, the building could well be dubbed "King Hall the Fourth." The first King Hall, named for Francis T. King who helped plan it, burned in 1885; the second structure to which he was the first subscriber, also burned in 1908; and the present building was built eighteen years after his death. King was a philanthropist and organizer of the Baltimore Association, president of the board of trustees of Johns Hopkins and Bryn Mawr, and founder of the Friends' Conference on Education.

In conjunction with the work done on King Hall, it was historically appropriate that Archdale should receive its share of improvements. Archdale indirectly came about as the result of the 1885 fire which destroyed King Hall. When King was being reconstructed as a classroom, the trustees decide that the boys needed a dormitory separate from it. The brick from the first King Hall was used in building Archdale and it was fittingly dubbed *Phoenix Hall.* However, when Francis King on one of his numerous visits to the campus heard of the name, he felt that an "old mythological bird" was a poor choice. He suggested



(above)
Friends Homes on loan to the college, is a temporary women's dorm.

(below)
A view of one of the double rooms in Friends Homes, complete with air conditioning and carpet, but decorated to the girls' own tastes.



Renovations began on Duke Memorial Hall last spring . . .

that of the North Carolina Quaker governor and thus Archdale became the permanent name for the men's dorm, furnished in the best style of the day with single beds, marble-top wash-stands and pot-bellied stoves.

Those first students who occupied Archdale would be amazed at the dormitory which is currently under construction. The $700,000 structure was designed by the architectural firm of McMinn, Norfleet and Wicker and plans call for the dormitory to be completed by the opening of school next fall. The site of the new dorm, between Frazier Apartments and Milner Dormitory, had to be raised five feet with 7,200 cubic feet of earth moved from the soccer field.

The three floor structure which will house 208 students was planned, according to Dean of Students William Lanier, "to give students the privacy they need and want." The dorm will be constructed in four separate units around an open courtyard, with outside private entrances and recessed stairways leading to each group of suites. The first floor will



and the windows and floors were removed, the interior remodeled as the scaffolding rose . . .

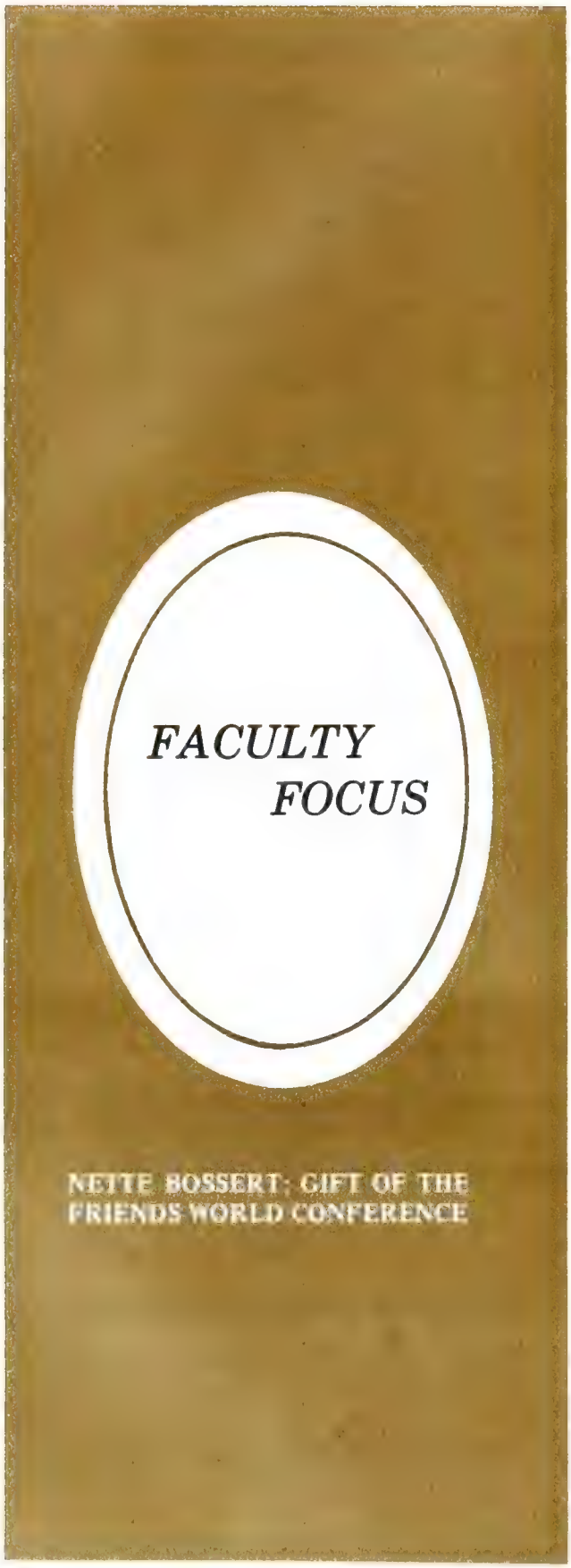


contain lounges, a conference room and kitchen. In addition to 6 single rooms, the second and third floors will contain identical four-room suites, each unit having a private bath and commons room-lounge area. The sublevel of the dorm will contain laundry and storage space as well as a game and concessions room.

The two other buildings now in use by the college are the result of a gift and a loan. On loan for a year from the Yearly Meeting is Friends Homes which is being used as a women's dormitory. Eventually the modern structure, composed of two-bedroom suites with connecting hall-way, bath and large closet space will be used as a retirement home.

White Hall, the home of the George White family, was given to the college. The large house on Friendly Road now contains the development, alumni and publications offices. Occupied in June by the College Editor and the Alumni Director, White Hall after interior renovations are completed will house the Director of Development, Al Wheeler, and his staff.

until November when Memorial Hall was ready for its second seventy years.



The television cameras, U Thant, the crowds of visitors and 899 of the delegates at the Fourth Friends World Conference left the Guilford campus. But one delegate, Jeanette Bossert, remained.

On leave from India's Delhi University until January, Miss Bossert accepted the college's invitation to teach for a semester. Faculty, as well as students, are profitting from her rich knowledge of philosophy and religion. Fluent in seven languages, Miss Bossert, a native of Amsterdam in the Netherlands, is teacher, organizer, philosopher and author. Her book, India: Land, People, Culture, published last year in Dutch, will soon be available in English. At Guilford she is conducting a twice weekly seminar on Indian Civilization to faculty members, in addition to her student classes.

Miss Bossert has been in India for 12 years -- again on an invitation. This one from the Society of Friends in Delhi in 1952.

"There are only five in the Delhi meeting," she explained, "but they are working hard to improve relations between Pakistan and India; trying to promote a better concern between the countries and their people. They also conduct seminars on international problems four times a year, drawing young people from all over the world."

But Miss Bossert's work with the Friends is only a small part of her life in India which centers around the University. Besides her teaching duties, she was the prime mover behind organizing the first intercollegiate seminars for faculty and students of the 36 colleges in the university. The seminars are devoted to topics of international, national and social concern. In addition to providing the first academic communications between the colleges, the seminars are designed to bridge an even greater gap. Miss Bossert feels they are one means of assimilating the students into the whole process of India's growth and development, of stimulating their social consciousness.

"There are tremendous problems, because of the changes taking place in New Delhi society," Miss Bossert said, "and the responsibility for India's future rests on the college students."

The enrollment at the university has increased to 46,000, a 400% increase in the last twenty years. And this great number of students, "who study technical agriculture, medicine, liberal arts, must be prepared psychologically and socially to return to the villages – economic experts, engineers, all are necessary."

But this is difficult as Miss Bossert explains, "the majority of students in the University are the first in their families to be educated. There is no backing in their homes; their parents do not understand what they are learning. When an Indian is educated he is often estranged from his parents. After he graduates, the natural response, the first thing he wants, is a job, a good paying, responsible job in the city. But the majority are needed so badly in rural areas, where 50% of the population live. But like most young people, they want to stay in town, not return to a village



where there are no facilities for further study, no recreation."

"Many parents can afford to send only one child to the university, and this will likely be the eldest son. He can not go ahead and settle well for himself. He will always be part of his whole family. The responsibility of most, is not to build their own careers, but the maintenance of the family -- to educate their brothers, to care for their parents, to stave off the tremendous economic pressures."

A student generally "may go undecided to the university, receive his A. B., and stop his education," Miss Bossert said. "This does not mean he is qualified for anything; it doesn't make him prepared for life, there is no real understanding of life itself. The relation between liberal arts teaching and its application is rather wide. The arts student is bewildered in the complex socio-economic-political waves."

These are the dilemas which Nette Bossert tries to face in the seminars and classes she conducts in India. "We focus attention on the fundamental needs of the country and try to bring home to the students a deep sense of dedication, a desire to do something for India with their knowledge."

In addition to the seminars, there are the University Projects in social service which Miss Bossert co-ordinates. A literacy project for those in and around the university was started a year and a half ago. Teams of students trained by experts for one semester, visited in the homes of the servants, the manual laborers, and recruited 240 New Delhi residents for classes. They were divided into classes according to their occupations. "Adult education is useless unless it is functional. A gardener, a bearer, a sweeper all want to know different words," Miss Bossert said. "The classes presented a tremendous opportunity for the students," Miss Bossert said, "to be involved in life and apply their knowledge in practical fields."

Another of the projects Miss Bossert spear-heads are three-week long trips into outlying villages. As more than chaperone for a group of university students, Miss Bossert works with the students helping build a sports field, a road, a school, a hospital. In the afternoon they hold seminars about "anything" of concern to the village, even a draught in the neighborhood. Then sports for the youth, then games with the whole village. "The students come with good will and a great amicability arises between the group and the villagers before the stay is over. There is a mutual benefit -- it is essential education for the students in a human way that can't be gained from books, and which involves them with their country. Many have never done such a thing. They will tell me 'This has been the best experience of my life!' "

But of course there are problems to be overcome. Miss Bossert at first ran into opposition from the minister of education because she wanted to take both boys and girls into the village. The Indian customs of keeping the sexes strictly segregated are, however, changing. Partially, according to Miss Bossert, because of the great desire of women students for education. "About 52% of Delhi University is now girls. They are even more eager to learn than the boys, coming from backgrounds even more sheltered."

Miss Bossert is always promoting ways "to give students an education which fits them for life." Students from the university went on field trips to the Himalayas, to help build a hospital for Tibetan refugees; and campaigned to raise goods for Kashmir refugees. Medical teams of students, who have received lectures from experts, go into wards where the villagers are, the villagers who have had no communications with relatives. They do anything which "could help the patients," Miss Bossert said.

For a philosopher of religion like Miss Bossert, there is no country as rich as India in which "one can be confronted with all religions."

"Believing in peace and the well being of all mankind, one can not continue to live in luxury when two-thirds of mankind live in poverty. We may sit in Guilford and plan our finest thoughts, but unless there is real sharing, there is no closeness. A deep element, sharing."

But Nette Bossert feels she has received far more than she has given. "I have experienced something no other country could give -- the real philosophers. There is time to think in India -- the saints in the mountains, the professors in the universities; men like Dr. Radha-Krishnan; Pandit Nehru; Zahra Hussah, President of Delhi --- to meet and really share with these people."

And there is another group from whom she has witnessed this deep element of sharing -- the previously labeled "untouchables." "I have worked with them too, and they are the 'eye-openers.' If I'd been deprived for a life time, I would hate the privileged people and be unhappy. But these people are full of compassion and boundless love." A puzzling question, but Miss Bossert believes, "these are people who have suffered and from this background can really love. They would never do anything which would cause another person the pain they have known." She told

(Continued on page 32)

STUDENT SPEAK OUT

by Richardson McKelvie '68



The passiveness that has permeated college life in the past is slowly disappearing from Guilford College.

With the innauguration of Dr. Grimsley Hobbs two years ago came the first stimulus for change, innovations in the administration, the college community itself. With outside resources, such as outstanding educational specialists acting as advisors in particular fields, supplementing an analysis of past programs, the college developed a new, more flexible curriculum which allows greater choices in the sciences and humanities.

It is this process of academic change stimulated by the new curriculum, which I feel, has freed many attitudes. This structural change, giving elasticity to the college academic programs, has brought with it a change in individual responsibility – long a focal point of the Quakers. Education at Guilford is becoming no longer a rigidly directed force, but rather a living-learning experience which challenges the student's total educational experience.

Guilford College no longer shelters students with a lack of motivation. With the addition of such things as new facilities in the science labs and new resources in faculty through endowed fellowships, the students are gaining more than a sterile academic awareness of their environment.

This year's freshmen class was the first to get a foretaste of college life through required summer reading, and by getting a chance to discuss the books and their implications with the faculty. These discussions, held three nights during freshmen orientation at the homes of participating faculty members, centered upon contemporary concepts in the fields of religion, science, humanities, and demonstrated the college's awareness of the need to realize the issues and problems of today.

Convocations with scholars such as anthropologist Dr. Loren Eiseley and Pulitzer-Prize winning poet, William Snodgrass, are adding to the students' awareness and educational experience.

Guilford is also changing socially. This fall has witnessed a subtle difference, as the newly created college union committee, designed for the future physical plant, has encouraged and offered more varied recreation. The newly opened Coffee Hut is a concrete example of real student inititative. Under student leadership the home of the old language lab has become a place not only for student gatherings, and entertainment, but also a symbol of constructive student action.

Through the mainstram of fall campus life exciting and colorful football games and "rocking" weekend parties occur as before, but more serious events have marked the campus. Students in the legislature and in special forums expressed their concern over the unwillingness of a local barber chop to serve Negro students. Students and faculty members alike held a silent peace vigil in front of Founders Hall in conjunction with the national protest over the draft and the war in Viet Nam. The Quaker summit, the Fourth Friends World Conference of last summer exhibited these same concerns.

Nevertheless, there are still many areas for exploration and a need for student awareness and involvement. It seems this fall has been a start, and as the leaves are changing so are the students.

Rich McKelvie, from Wilmington, Delaware, is a senior math-major and editor of The Guilfordian.



NEW DIRECTOR OF ADMISSIONS

Bruce Blakely Stewart, former dean of student affairs at the North Carolina School of the Arts in Winston Salem, became Director of Admissions at Guilford this October.

Stewart, a native of Lynn, Mass., received his B. A. degree in economics from Guilford College in 1961 and his M.Ed. in guidance and counseling from the University of North Carolina at Chapel Hill in 1962. Stewart attended the NDEA Guidance Institute at Boston University, and was a participant in the Goethal's Seminar, "The College and the Student," at Harvard University under a grant from the Church Society for College Work.

Before coming to the School of the Arts, he was an instructor in economics at Greensboro College and guidance counselor and history teacher at Page High School in Greensboro.

While at Guilford, Stewart will also serve as a consultant to the Madison-Mayodan schools on problems of desegregation.

Stewart replaces Robert Newton who resigned to become principal of Page High School in Greensboro.

NOW WE HAVE TWO

Foreign language teachers from across the state assembled at Guilford College October 21, for the annual meeting of the N. C. chapters of the American Association of Teachers of French, Spanish and Portugese, and German. At the joint meeting, Hiram Hilty, professor of Spanish at Guilford, was elected president of the Spanish association for the 1967-68 academic year. He served as vice president the past year. Dr. Eugene H. Thompson, Jr., assistant professor of French, is currently president of the French association.

MORE "PRESIDENTIAL DUTIES"

Dr. Grimsley Hobbs was elected president of the Council of Church-Related Colleges of North Carolina at the council's 47th annual meeting held this November in Greensboro. At the meeting Dr. Hobbs addressed the presidents and deans of the 37 church-related colleges in the state on the role of summer school in the liberal arts college.

Dr. Clyde Milner, past president of Guilford has been named to the new post of executive director of the North Carolina Association of Colleges and Universities. The association of 57 colleges and universities is the basic accrediting agency for higher education institutions in the state.

SECOND ANNUAL LECTURE

Dr. Henry J. Cadbury, Hollis Professor of Divinity emeritus at Harvard University, delivered the second annual Algie I. and Eva M. Newlin History Lecture in November. Dr. Cadbury spoke on William Hunt, New Garden Friend and father of Nathan Hunt, a founder of Guilford College. His lecture was based on portions of Hunt's diary which tell of his trip to England on the eve of the American Revolution.

A reception honoring some 70 of the Hunt descendants now living in North Carolina, was held following Dr. Cadbury's lecture.

DIPLOMAT-COMMUNITY DIALOGUE

Guilford has been the site of many "meetings," but the one sponsored jointly by the State Department and the college on November 30, demonstrated that Quakers are not alone in their concern with foreign policy.

The College Student Union invited a team of four foreign policy specialists to hold a day-long community foreign policy meeting for all interested Greensboro residents. The diplomats spent their day shuttling from press conferences to high school auditoriums to class room seminars.

Appearing in behalf of the State Department were Daniel Brown, Public Affairs Advisor to the Bureau of Near Eastern and South Asian Affairs; Robert A. Lewis, recently returned from the American Consul in Saigon and currently in the Viet Nam Working Group in the Bureau of East Asian and Pacific Affairs; Thomas W. McElhiney, country director for South Eastern Africa in the Bureau of African Affairs; and William L. Swing, international economist with the Bureau of Economic Affairs. They included Guilford among their stops after appearing at N. C. State, Duke, U.N.C. at Chapel Hill and Queens College.

U. N. SEMINAR

Guilfordians invaded the United Nations, but their mission was peaceful and scholarly. Thirty eight students and four faculty members, Claude Shotts, Don Christenson, David Cheek and Cyril Harvey, were the participants in

Guilford's second United Nations Seminar.

The group left the campus Wed., November 15, for a four-day stay in New York City which centered around tours of the U. N. and briefing sessions with delegates. The pro's and con's of admitting Red China to the international body was the core issue in discussions.

ON THE SPEAKING CIRCUIT

Malcolm E. Osborn, part-time instructor at the Downtown Campus, lectured at New York University's 26th Annual Institute on Federal Taxation, November 8-17. He spoke on "Gifts of Life Insurance as an Element in Estate Planning." Osborn is assistant vice president and tax counsel for Security Life and Trust Company in Winston Salem.

Biology department chairman, Dr. Robert Bryden, was invited to deliver the opening address at the National Science Teachers Association meeting in Jacksonville, Fla., November 17-19.

Dr. Bryden spoke on innovations in Guilford's science program. The core curriculum has recently been revised to give liberal arts students greater flexibility in choosing courses geared to an appreciation of scientific concepts in such fields as astronomy and geology. The Jacksonville meeting was the last in a series of programs devoted to furthuring "scientific literacy" in high schools and colleges.

DINKEL NAMED TO NEW COMMITTEE

Dr. Robert M. Dinkel, sociology professor at Guilford and president of Carolina Quality Brick Company, has been named to an eleven-member, eight-state regional health committee established by the Department of Health, Education, and Welfare to advise the U. S. Public Health Service.

The Regional Health Advisory Committee will consult with and advise Dr. Emil E. Palmquist, regional health director, on making grants to states for health planning, training, studies, demonstrations, and services in the eight-state region which includes N. C., W. Va., Md., Ky., District of Columbia, the Virgin Islands and Puerto Rico. Under recent legislation North Carolina this year could qualify for up to $1,721,400 in Federal funds for comprehensive health planning and services.

Dr. Dinkel, who has been on the Guilford faculty since 1950, received his doctorate from the University of North Carolina at Chapel Hill. His articles on population, fertility and geriatrics have appeared in leading sociology journals.

CROWNFIELD ATTENDS CONFERENCE

Dr. F. R. Crownfield, professor of religion at Guilford, attended by invitation a conference on "Science, Religion and Man's Future" at State University in Raleigh, Oct. 15-17.



Pausing for a brief moment in front of Dana Auditorium during their on-campus tour are Dr. MacLean Gander, Charles Dana, Dr. Henry Littlefield, and Dr. Hobbs.

DANA PAYS GUILFORD A VISIT

Mr. Charles A. Dana, with his wife, son, Charles A. Dana, Jr., and trustees of the Dana Foundation, paid Guilford a visit the last week in October. A noon luncheon in New Garden Hall was held in their honor by Dr. Hobbs and the Board of Trustees.

The Dana Foundation has contributed more than $1,700,000 in out right gifts to the college, and through requirements on matching grants has generated an equal amount of additional support for the college.

Henry W. Littlefield, president of Bridgeport College, Walter Mann and Dr. MacLean Gander, all trustees of the foundation, accompanied the Danas on their trip south, which included visits to Davidson, Queens and other colleges to which the Dana Foundation has contributed.

PARKHURST PAPER PUBLISHED

Frederick W. Parkhurst, Jr., associate professor of economics, is the author of a 56-page report, entitled "Noise, Jets, and the Sonic Boom," published Friday, Nov-

ember 3rd in the Congressional Record. The paper, prepared last summer while at New York University Graduate School of Law, is a study of the social and economic consequences and the legal problems arising out of recent developments in science and technology, particularly when under government sponsorship.

The U. S. Government is currently financing a project to spend billions of dollars for building a supersonic jet. The paper warns of the personal injury and property damage, including nuisance, trespass, invasion of privacy, and issues involving due process, democratic decision-making, and agencies to protect the public from the dangers of supersonic.

COMPUTER, OTHER GIFTS

Guilford has joined the age of the computer, with a 1620 IBM of its own. The computer, valued at $120,000, was presented to the college by Pilot Life Insurance Co. Guilford will use the computer to enhance its internal business and administrative operations, and to teach courses in computer technology.

The J. W. McLennan Scholarship Fund has been established by Mrs. McLennan in memory of her husband. The $5,000 gift will provide income for an annual $200 scholarship for a student attending the Downtown Division.

North Carolina National Bank recently announced a $10,000 grant to be used over a four-year period to raise the salary base range for Guilford faculty members.

The grant will be used as part of a $228,890 yearly increase in salary budget which will bring Guilford to the "C" level of AAUP salary ratings.

Guilford College received a $2,000 grant from the Sears, Roebuck Foundation November 10. Dr. Hobbs, was presented the grant by Robert E. England, local representative of the Foundation.

Unrestricted grants totaling $1 million were distributed by the foundation under a continuing program of aid to privately supported colleges and universities. Nineteen participating colleges and universities in North Carolina will share in grants totaling $24,000; altogether, more than 600 colleges and universities from coast to coast will receive Sears Foundation grants.

The purpose of the program is to help institutions of higher learning systematically meet their financial needs. They are unrestricted to allow the school to allocate their funds according to their greatest needs.

VOEHRINGER BEQUEST

Guilford College was named the recipient of a $100,000 bequest by the late John K. Voehringer, Jr., Greensboro industrialist, who died August 2. The gift was made to the trustees of the college, and is directed as the John K. Voehringer, Jr., Memorial Fund to be used for buildings, instructional or operational facilities, scholarships or "any other way deemed appropriate" by the trustees.

Voehringer was among the small group of Greensboro business men who in 1948 started the Greensboro Evening College which five years later became part of Guilford College. Voehringer was past president of Mock, Judson, Voehringer, a local hosiery firm, the Greensboro Community Chest and the Greensboro Chamber of Commerce.

WESTERN ELECTRIC FUND SCHOLARSHIP

Ernest A. Sawyer, a senior at the Downtown Division was awarded a Western Electric Fund Scholarship for the 1967-68 academic year. The scholarship pays full tuition costs and allocates a portion of the fund to the operating expenses of the college.

Sawyer, a full-time student majoring in physics, is also employed by Western Electric as an electronic technician. This is the first time the Western Electric Fund Scholarship has been awarded to an employee of the Greensboro plant since the program was begun 8 years ago. This year 203 scholarships will be awarded to college students throughout the country by the Western Electric Company.

Sawyer is the son of Mr. and Mrs. Carson Sawyer of Sophia, N. C.

STUDENTS OPEN COFFEE HOUSE

Guilford student's long-awaited plans for a coffee house materialized this fall. The coffee house is housed in the Hut, the former location of the language labs which have been moved to the newly rennovated Duke Memorial Hall. The Coffee House Committee of the Student Union, under the direction of Mary Winslow, has scheduled folk singers, poets and other entertainers to make week-long appearances at the Hut.

WHO'S WHO NOMINEE

Jerry Steele, assistant professor in the physical education department, has been nominated by the Greensboro Jaycees to be included in the 1968 edition of Who's Who, which lists outstanding young men of America. Steele, who received his B. S. from Wake Forest University and his M.Ed. from the University of North Carolina at Chapel Hill, has been at Guilford since 1962.

CHOIR TO SING MESSIAH

The Guilford College Choir, under the direction of Eldon K. Moen, will present Handel's Messiah, in Dana Auditorium, Sunday, Dec. 10.

Moen, a new faculty member in the music department, was minister of music at the First Baptist Church in Greensboro. He received his B.M.E. and M.M.E. degrees from the University of Wichita in Kansas. He is married to the former Iris Ann May and they have four children.

CLASS NOTES



Football was introduced at Guilford College in 1892 by Walter Haviland, a rec graduate of Haverford. The first off-campus games were played in 1893, with a line composed of Carl Wheeler, center; V. L. Brown, left guard; Albion Wilson, right gua Walter Haviland, left tailback; William J. Armfield, right tailback; Charles Hauser, l end; J. O'Neal Ragsdale, right end; Hiram Worth, quarterback; Allen Jordan, right h back; Sinclair Williams, left halfback; and Caswell Grave, fullback.

"In the beginning, the sport was without much regulation: members of the facu

'29

MRS. VIOLA BILLINGS is the new head of the Employment Security Commission in Goldsboro, N. C.

'34

F. E. WERNER, who has been assistant superintendent of mails in the Greensboro Post Office since Jan. 1, 1966, was promoted to superintendent of mails July 28.

WILLIAM N. REYNOLDS, has been chosen to serve as city executive of First Union National Bank in Goldsboro, N. C.

'36

MARVIN SYKES in August was named executive director of the Better Business Bureau of Greensboro.

'37

MILO V. GIBBONS, one of thirty-one civilian faculty members of the U. S. Naval Academy of Annapolis, Maryland, was honored for twenty years of service on April 27, 1967. A former instructor at the University of Maryland; he joined the Naval Academy Mathametics Department in 1946; and was promoted to associate professor in 1956.

DR. JACQUES HARDEE, Chairman of the Department of Romance Languages at the University of North Carolina, has been accepted into the French Legion of Honor as a knight. He was selected for the honor by the French Ministry of war for services rendered during W. W. II and by the Ministry of Foreign Affairs in recognition of his accomplishments as a French teacher in the United States.

'41

DR. COLIN P. OSBORNE was chosen president-elect of the North Carolina Dental Society May 11. He has been practicing dentistry in Lumberton since 1947. He will take his place as president of the 1,500-member society next year.

'42

ELFRIED F. H. PENNEKAMP has been named vice president for industrial chemicals of Esso Chemical Company, Inc., New York. He formerly served as president and managing director of Esso Research, S. A., in Brussels. He holds a B. A. from Guilford and an M. A. from the University of Tennessee.

'43

ROY LEAKE and his family will be spending 1967-68 in Strasbourg, France, because of his appointment as Director of the Indiana-Purdue Foreign Study Program at the University of Strasbourg. Mr. Leake has been teaching at the Indiana University since September, 1961.

'44

MARTHA ANN HARRISON was honored for 25 years of service with the Borden Company at a special Quarter Century Club meeting in Raleigh on October 28.

'48

RACHEL BENFEY has been appointed



The photograph of the 1892 football team is reprinted with the permission of Joseph S. Cude, 985 Nile Street, Aurora, Colorado, who will secure copies of the original for families of players on the team.

ed on the team (there were two, Haviland and Graves in the 1893 line-up); there was to be plenty of trouble over referees; schedules were not made very carefully. Once slight error on the part of the manager, the Guilford team played Davison one after-n, rode the day coach into South Carolina, and played a game with Clemson soon arriving. Guilford got the negative of a one hundred sixteen to nothing score that" from Guilford: A Quaker College, Dorothy Gilbert Thorne.

part-time instructor in art for the winter term at Earlham College.

'49

W. R. GEORGE is the new principal of Carrboro Elementary School.

CARTER I. PIKE was named principal of New Market School in Alamance County in August.

'50

ARCH L. RIDDICK, JR. has been promoted to supervisor, group insurance claim department, at Kanas City, Mo., for Aetna Life and Casulty. He served in a supervisory capacity at Salt Lake City, Utah for the past two years. He is living in Kanas City.

DR. CARL M. COCHRAN has been appointed professor of psychology on the faculty of Bowman Gray School of Medicine in Winston Salem, N. C.

JOHN W. GOOGE has met the requirements for membership in the Leaders Club of the Midland Mutual Life Insurance Company.

'51

ALLEN JAY BODENHEIMER was named by the City Council to serve on the High Point Civil Service Commission.

JOHN BURTON KILPATRICK, JR. married Mildred Fort on August 6.

'52

ROBERT T. WAUGH has been named a supervisory agent for the Federal Home Loan Bank Board in Washington, D. C.

'53

BARBARA ANN NARBREY and Wayne B. Browne were wed August 19.

JANE CREWS MEEKINS has been selected for her complete biographical sketch to appear in the 1966 edition of the publication "Outstanding Young Women of America." She is presently a member of the faculty of the E. M. Rollins School, Henderson, N. C. She furthered her studies in psychology at Western Carolina College after receiving her M. A. from the University of North Carolina at Chapel Hill.

RICHARD CLYDE CLEMMONS and Ruth Turner were wed Oct. 14, in Raleigh. He is a resident agent in the Office of Security of the U. S. Department of State.

ROBERT F. CREWS of Hillsborough has been named assistant to the manager of the Eno Plant of Cone Mills Corporation.

'54

COLIN R. EDWARDS has qualified for membership in Home Life's Senior Estate Builder Club for 1967.

THOMAS H. WARD has set up a new personnel consultants service firm, the Tom Ward Associates, in Greensboro.

'55

Assistant Professor of Religion at Pfeiffer



Former football greats honored at Homecoming '67: Ronnie Winslow, '67; Bob Yarborough, '51; Jennings Withers, '49; Abner Alexander, '52; Sam Shugart, '53; Bob Cornish, '56; John Meroney, '61; Wayne Henley, '61; Larry Younts, '61; and Tom Grayson, '68.

College, J. HORACE MANESS has been elected to membership in Phi Delta Sigma. Phi Delta Sigma is the College's academic honor society.

'56

On April 1, H. CURT HEGE was appointed general manager of Shields, Incorporated, Winston Salem, North Carolina.

B. W. STRADER, JR. has been promoted to assistant vice president and manager of the Ordinance Claims Department for Pilot Life Insurance Company, Greensboro, N. C.

CHARLES A. STRIDER has been selected by Hughes Aircraft Company to attend graduate school at the University of California at Los Angeles to participate in the Engineering Executive Program. Upon completion of the program, a master's degree in engineering is awarded.

'57

KENNETH LEE LANKFORD and Catherine Ann Buntin were wed in August.

HOWARD H. HAWORTH was appointed vice president upholstered product manager for Heritage Furniture Co. on August 25.

GUS A BALLUS of Winston Salem, a field sales trainer of Schering Labortories, completed in September a one-week advanced field sales training course at Union, N. J.

'58

MIRANDA GODWIN and Robert Lotz were married Sept. 23. They are living in Turtle Creek, where she is a teacher of emotionally distrubed children in the Allegheny County, Pa. schools.

KENNETH VAN HOWARD and Suzanne Forbes were married September 30, in Reidsville where they will make their home.

DR. BRITTA TENGVE is completing a year of work as a medical doctor in a settlement for Rwandan refugees in Tanzania near Lake Tanganyika.

MR. AND MRS. C. ALTON PEARSON have recently returned from a four-day visit to San Juan, Puerto Rico. They were attending the "Carribbean Conference" business meeting of Sun Life Insurance Company of American.

DR. ALVIN JAFFEE is currently the chief resident in the Department of Pediatrics at Baylor University in Houston, Texas.

WARREN BYERS WATKINS, JR. is vice president and secretary of the J. M. Mathes Company, Inc., wholesale distributors in Durham, Burlington, and Fayetteville. He and his family live in Durham.

'59

DR. YANCEY BRINTLE BEAMER and June Elizabeth Patton were wed August 12.

CAROLYN ROBERTS SURBER and her husband, Allen, have a new daughter, Mary Kathryn, born February 18.

On September 7, Michael Perkins Juchter was born to MR. AND MRS. JOHN P. JUCHTER.

MRS. MARTHA G. GEESA recently received a third Meritorious Honor Award for her work as chief of the Division for Americans Abroad in the Bureau of Educational and Cultural Affairs. Two previous awards were presented by Charles Frankel, assistant secretary of state, and Mrs. Katie Louchheim, deputy assistant secretary of state.

'60

BARBARA JO LINEBERGER has a new job as employment interviewer for Employment Security Commission in Wilmington, N. C.

WADE T. MACEY has been named assistant professor of mathematics at Pfeiffer College for the 1967-68 academic year.

THOMAS E. PHILLIPS has been appointed senior brokerage consultant at the Houston brokerage office of Connecticut General Life Insurance Company.

'61

C. RONALD NEASE has been named head of the mortgage loan department of Wachovia Bank and Trust, July, 1967.

CHARLES W. STOUT has been named by the North Carolina Education Association Board of Directors to its staff beginning July 1. He will work for the general program of the association and will be assigned specific duties with the Division of Classroom Teachers.

JAMES W. WHITLEY has begun practicing as a C. P. A. in Goldsboro this September.

MAURICE RAIFORD, instructor in physics at Guilford College, is presently working toward his Ph. D. at Duke University.

JAMIE B. MATHEWS and Erwin Mollet were wed October 14. They are living in Antwerp, Belgium, the bridegroom's home.

'62

LARRY E. FOLTZ has been appointed sales representative for Automatic Retailers of America, Inc. He has been assigned all of Atlanta and the surrounding Georgia communities.

BROOKS HARPER HAWORTH and the former Ann Hollingsworth Lineberry were wed August 19.

ANN WARWICK DELANO and her hus-

band, Captain Lyle Delano, and their two daughters have been stationed at Clark Air Force Base in the Philipines. He has been there since August 1966 and was joined by his family this June.

SAMUEL Q. POWELL received his M. A. degree from Stetson University in June.

JAMES A. LONG recently took part in an advanced speech training program sponsored by the Charles Pfizer and Co., Inc., where he is employed as a sales representative.

ARMY CAPTAIN ERNEST K. WHITE received the Bronze Star near Duc Pho, Vietnam July 29. He earned the award for outstanding meritorious service as an Officer in the 25th. Infantry Division's 3rd. Brigade Task Force.

TOM WHITLEY has been named new athletic director at Carolina Military Academy.

MARGARET ANN PETREE married Dale A. Berggren July 9. Prior to marriage, she had been teaching in elementary school in Hollywood, Fla. Mr. and Mrs. Berggren now live in Vero Beach, Fla.

L. E. LISK, III and Elizabeth Lee Brazeal were wed August 13.

'63

MARCIA ANN MILNER and David Perry Johnson were wed August 12.

JOHN EDWARD HUFFMAN received his M. A. degree from Miami University August 28.

GAYLE NEAVE, upon graduation from Officer Training School at Lackland Air Force Base, Texas, has been commissioned a second lieutenant.

R. BURKE JOHNSON received his Bachelor of Divinity degree on May 22, from Moravian Theological Seminary. He is pastor of Moravia Moravian Church in Summerfield.

JOHN FLEMMING WILY III and Martha Tillery Thomas were wed in Raleigh, Sept. 30. They are living in Durham.

'64

DALLAS NANCE has accepted a coaching position at Gibsonville High School. In addition to coaching football, Nance also will coach a spring sport, and teach physical education and science.



The 1967-68 football squad, in better shape score and uniform-wise than their 1892 counterparts, finished the season with a 6-4 record.

Air Force First Lieutenant JERRY C. SMITH has been decorated with seven military medals at Moody Air Force Base, Ga. They were the Distinguished Flying Cross and six others for action in Southeast Asia in August 1967.

G. WILLIAM SHEEK, III, received a Bachelor of Divinity degree from Moravian Seminary on May 22.

Army Private JONATHAN E. COX, III, was chosen his basic combat training company's outstanding trainee on April 20, at Fort Knox. He holds a B. A. from Guilford and M. B. A. from the University of North Carolina at Chapel Hill.

Private WILLIAM H. BRIGHT completed a refrigeration specialist course at the Army Engineer School, Fort Belvoir, Va., July 29.

HAROLD GRAY HARRISON, JR. and Patricia Diane Jerman were wed September 9.

CHARLES FRANKLIN LOWERY, JR. and Dianne Smith were wed August 27.

GEORGE WESLEY TROXLER and Georgia Carole Watterson were wed August 25.

HARRY KENT JONES and Sarah Morgan Collins were married August 12.

RILEY ARRINGTON DAVIS received a M. S. degree from Wake Forest College in June.

JAMES EDWARD BRADY and Doris Jeannette Thomas were wed September 23. They are living in Greensboro, where he is employed by Carolina Steel Corporation in the records department.

'65

CHERYL LYNN RIPPY and William Hassell Duncan, Jr. were married August 12.

Airman Third Class RONALD S. JAMIESON, II, was graduated with honors at Amarillo AFB, Texas, from the training course for U. S. Air Force administrative specialists. Airman Jamieson, an Air Force reservist, was assigned to McGuire AFB, N. J., for duty with the Continental Air Command.

CLARENCE DYER, JR. was commissioned a second lieutenant in the Army on July 19.

Private FREDERIC M. RAAB completed 8 weeks of military police training at the Army Training Center, Fort Gordon, Ga. on June 2.

JOEL HARRIS OSTROFF has been awarded his M. S. degree in biology from Saint Louis University this summer.

MARY MOON TAYLOR became the bride of Edward Harvie Hill, Jr., on August 24.

POLLY JEAN WOMACK was married to William B. Barnett on August 12.

CYRUS R. GARNER and JANIS A. SPARGER were married Nov. 27, and now reside in Charlotte, N. C.

BARBARA SUE ALBRIGHT became Mrs. Sherrill Edward Watkins on August 5.

ROBERT LAWRENCE ALLEN and Susan Elaine Boyle were married July 15.

JULIAN LAWRENCE BUFFALOE married Margaret Ann Beard in July.

RUTH LINER WATSON and Van Wyke Gunter, II, were wed August 26.

MARGARET JOHANNA van GELDER, married to C. Frank Phillips, is now living at 1776 N. Decatur Rd., Atlanta, Ga.

RICHARD L. SPAIN has been elected assistant cashier of The Planters National Bank and Trust Company's Siler City Office in September.

'66

MARJORIE AMANDA BULLOCK and Timothy Maxwell Gibson were wed October 25. They are living in Richmond, Virginia.

WILLIAM J. PROBECK, JR., was promoted two months earlier than customary under Army policy to Army Private E-2 grade upon completion of basic combat training at Fort Bragg April 19.

DAVID A. PARSONS has gone to Algeria to serve with the American Friends Service Committee. He will serve as a volunteer worker in the program operated by the Quaker Service Organization.

RANDAL HOMMA IHARA and Martha Francis Rowe were wed September 2.

PAGE SCHOFFNER JOHNSON and Second Lieutenant Albert Wayne Faulk were married August 5.

GLORIA JOYCE PHILLIPS and Lloyd Howard Turlington were wed August 8.

JOHN ALFRED SAMUEL and Juith Moir Daniels were married August 27.

PATRICIA ANN STONE and NORMAN FRANK WOOD '67, were married August 12.

NANCY CAROLE BRADSHER and John Buck Pearce were wed August 27.

CAROLYN SUE COOKE and Walter James Little were wed September 2.

LYDIA ANN HENDRICKS married Herman James Hucks August 18.

THOMAS EDWARD KITZMILLER and Annable Ruth McKinnon were wed August 6.

ROBERT HENRY MILLIKIN, III, and Karalee Lynn Turner were wed September 21. Millikin was commissioned a second lieutenant in the U. S. Army at Fort Sill, Okla. They are now living in Fayetteville.

STEPHEN C. BLAKE was appointed sales representative of McLean Trucking Co. in the Atlanta, Ga. terminal area.

GEORIANNA SARTIN and MICHAEL HUGH GIBSON, '62, were married September 22. They are living in Roanoke, Va., where he is employed as a special agent for Grain Dealers Mutual Insurance.

JAMES MICHOS, an instructor in political science, is presently on the faculty of Guilford College. He received his M. A. from the University of North Carolina at Greensboro.

RALPH JERRY CHRISTIAN is on the faculty at Belmont Sacred Heart in Charlotte where he is teaching history and political science.

'67

JACOB GILES BERRIER and Karen Hedrick were married in July.

FRANK JAMES IRVIN and Helen Frances Smith were wed September 9.

JAMES C. HINES, having completed his basic training in the Bala Cynwd and Boston offices, was appointed claims adjustor in the Baltimore office of Liberty Mutual in September.

SARAH ELIZABETH STEDMAN represented N. C. in the Miss America Pageant. She received a $1,000 Scholarship as the most talented non-finalist musician in the pageant.

RUSSELL E. DAVENPORT was appointed assistant field director of a rural community service project in Mexico. This project is part of the Youth Service Opportunities Program, sponsored by the American Friends Service Committee.

Airman WAYNE D. HARRIS was chosen for technical training as a U. S. A. F. communications specialist at Keesler Air Force Base in Mississippi.

ANN BRYAN RICHARDSON and Ray Clinton Clark were married August 12.

VIRGINIA CANDICE WEIMERSKIRCH and Thomas Edgar Tyson were wed August 26.

JOSEPH STEPHEN SPAINHOUR and Vivian Marie Coltrane were married September 7.

LYNDA LEE FARABEE and James Ernest Burnette were wed August 19.

ANN BRYANT WALKER and Robert Ernest Roberts, III were married September 9.

SANFORD KENT WALKER and Suzanne Katherine Jones were married September 15.

TYRA LEIGH WINFREE married Charles Lynn Long on August 20.

ROBERT A. COX, JR. accepted a position as recenue officer with the Internal Revenue Service in the Asheville Office in July.

CAROL ANN BOSTICK and Ray Murphy were married September 9.

DAVID WILLIAM REAMS and Jane Meredith Darnell were married August 12.

LARRY E. ROGERS entered Stetson University College of Law this fall, where he is working toward his doctorate.

PAUL MILTON GLASS and Eula Elizabeth McMahan were wed October 1 at John's Island, S. C. They are living in Greensboro, where he is employed at Sears Retail Store.

BETTY LETHA COBLE and EDWIN SHERIDAN BROCKWELL, JR. were married October 21. They are living in Winston Salem.

WILLIAM H. WOMBLE and Cheryl Dawn Jackson were wed September 17. They are living in Greensboro, where he is employed as a salesman for Gene Lashley.

MARK SAUNDERS DOWD and Mary Jacquline Burton were wed September 30.

IN MEMORIAM

GUY DAVIS GRIMES, SR., '11, died in Veteran's Hospital, Durham, N. C. August 16.

EDNA C. HAVILAND, '29–'31, died at South Shore Hospital, South Weymouth, Mass., on May 31. Her death occurred three days after a stroke while she was living at the New England Friends' Home in Hingham. She had taught in the History Department

at Guilford College and was matron at Founder's Hall from 1929–1931.

DR. WILLIAM FRAZIER SMITH, 32, died unexpectedly August 16, at his home in Devon, Pa. Dr. Smith was a '59 graduate of Guilford College and the University of Pennsylvania, School of Veterinary Medicine. He had practiced veterinary medicine in Devon for five years.



C. CLIFFORD FRAZIER, SR., '07, prominent Greensboro attorney for over half a century, died at his home August 13. He was a tenth generation Quaker and a substantial contributor to Quaker enterprises.

At Guilford College he was honored for his oratorial ability and on the tennis team. in 1909, he received both the A. B. and L. L. B. degree upon graduation from the University of North Carolina at Chapel Hill.

In 1909, Mr. Frazier began his fifty-four years of practicing law in Greensboro. He was senior member of the Law Firm of Frazier and Frazier, composed of himself, his brother, and his son.

He was president of the Greensboro Bar Association in 1932, and a member of the American Judicature Society, and the North Carolina, American and International Bar Associations. He served on the Greater Greensboro School Board and as a member of the Board of the Greensboro Public Library. For several years he was Referee in Bankruptcy and Master in Equity in the Federal Court of the Western and Middle Districts of North Carolina.

RICHARD JUNIUS MENDENHALL HOBBS, '09, former dean of the school of business administration at the University of North Carolina at Chapel Hill, and mediation and arbitration specialist in labor management, died September 17. He was the father of Dr. Hobbs, President of Guilford College.

Hobbs was founder of the Chapel Hill Meeting of Friends, for 16 years a member of the Chapel Hill Board of Aldermen, and 10 years a member of the Orange County Commissioners. He served eight years as chairman of the county board.

Hobbs taught business law in the business school. He was a member of the university faculty from 1929 to 1960 when he retired. He was co-author of "Britton and Brauer's Cases and Materials on Business Law."

MRS. EUNICE D. MEADER, '95, died in October, at New England Friends Home in Hingham, Massachusetts.

RAYMOND H. DODDS, '39, died August 8, at Cherry Hill, N. J.

DR. REMBERT W. PATRICK '30, died November 16, in Athens, Ga., where he was teaching at the University of Georgia. Dr. Patrick was formerly head of the History Department at the University of Florida. He is survived by his wife, Mrs. Elanor Bangs Patrick, '32.

DATE TO MARK ON ALUMNI CALENDAR

Alumni in the Springfield, Massachusetts area should buy their tickets early to see Guilford play Northwestern University in the opening round of the American International College Holiday basketball tournament. The tournament will be held December 27-29 in the Butova Memorial Gymnasium on the A. I. C. campus in Springfield.

Editor's note: The Alumni Journal welcomes all news of Guilfordians, but because of limited space, we are unable to print all photographs that are mailed to our office. Rather we suggest news worthy pictures of business or community activities of alumni. Please include the year of your graduation with all information, and mail to The Office of the College Editor, c/o Caroline Carlton, Guilford College, Greensboro, N. C., 27410.

You refuse to indulge in the irrelevant questionings of philosophy, and the equally irrelevant answers of religion, having been made aware, through the faultless rigidity of your educational programming, that man's original sin is the sin of Originality.

Let me conclude, then, by congratulating the student body of Guilford College on its thorough-going dehumanization, and by expressing our appreciation to the numerous devoted faculty members who, by rigorously stamping out the last vestiges of humanism, have made all this possible.

This is a recording.
This is a recording.
This is a recording.

Associate professor of classical languages at Guilford College, Ann Fleming Deagon is a member of the American Philological Association and the American Association of University Professors. She received a B. A. from Birmingham Southern College, and her M. A. and Ph. D. from the University of North Carolina at Chapel Hill. She is married to Donald D. Deagon, assistant professor of English, and they have two daughters, Andrea and Ellen.

FACULTY FOCUS

of one village where a lame girl, with a blind mother and no father, is cared, fed, and clothed for by the whole community without a thought.

With her bright eyes and rapid speech, she summed up her 12 years in India, "what India needs is dedicated people." What India needs is obviously more people like Nette Bossert.

ART—PRINTING BY QUAKER PRINTING CO. 8M '67

CLASS AGENTS 1967–68

Fifty Year Group
James Fuller Yates
Charleston, S. C.

Sara Richardson Haworth
High Point, N. C.

1918
James Warren Mitchell
Atlanta 5, Georgia

1919
Ralph J. Yow
Danville, Va.

1920
Anna Henley Coble
Greensboro, N. C.

1921
Loula Blanch Farlow
Spohia, N. C.

1922
J. Hugh White
Winston Salem, N. C.

1923
Alta Rush Andrews
High Point, N. C.

1924
Samuel P. Harris
Thomasville, N. C.

1925
John O. Reynolds
Greenville, N. C.

1926
Mrs. Mildred Townsend Casey
Atlanta, Georgia

1927
Raymond and Julia Ebert
Winston Salem, N. C.

1928
Mrs. Ethel Richardson Cheek
Reidsville, N. C.

1929
A. Scott Parker, Jr.
High Point, N. C.

1930
S. Otis Short
Charlotte, N. C.

1931
Ernest M. Scarboro
Greensboro, N. C.

1932
Mrs. Rose Pipkin Ginn
Mt. Olive, N. C.

1933
Melvin H. Lynn
Burlington, N. C.

1934
John Hugh Williams
Concord, N. C.

1935
George C. Parker
George, N. C.

1936
Mrs. Annie Laurie Hill
Winston Salem, N. C.

1937
Herbert T. Ragan
High Point, N. C.

1938
Allen R. Seifert
High Point, N. C.

1939
Tom Ashcraft
Nashville, Tenn.

1940
James R. Hendricks
Chapel Hill, N. C.

1941
Mrs. Hazel Monsees Macon
Greensboro, N. C.

1942
Mrs. Dorothy Teague Pollet
Silercity, N. C.

1943
Robert C. Rohr
Schenectady, N. Y.

1944
Mrs. Carolyn Prout Davis
Richmond Hill, N. Y.

1945
James Lehr
Wilmington, Del.

1946
Mrs. Sue Shelton Runkle
Raleigh, N. C.

1947
Paul Jernigan
Charlotte, N. C.

1948
Mrs. Ethel Gearren Gold
High Point, N. C.

1949
Sol B. Kennedy, Jr.
Greensboro, N. C.

1950
Douglas P. Dettor
Greensboro, N. C.

1951
Hayes O. Ratledge
Greensboro, N. C.

1952
S. Clement Swisher
Washington, D. C.

1953
William Madara
Merchantville, N. J.

1954
John M. Pipkin
Greensboro, N. C.

1955
Robbie Patterson
High Point, N. C.

1956
Edwin P. Brown, Jr.
Agusta, Georgia

Ketchel Adams
Charleston, W. Va.

1957
Royce N. Angel
Charlotte, N. C.

Gus A. Ballus
Winston Salem, N. C.

1958
William B. Wallace
Westmont, N. J.

Kurt Connor
N. Wilksboro, N. C.

1959
Robert Edwards
Winston Salem, N. C.

Dave Hardin
Danville, Va.

1960
Douglas Kerr
High Point, N. C.

Thomas O'Briant
Asheboro, N. C.

1961
Mrs. Lilliam O'Briant
Asheboro, N. C.

Dr. Frank R. Pfau
New York, N. Y.

1962
Mrs. Sara Philips Cardwell
Rockville, Maryland

Mrs. Jane Coltrane Norwood
Leaksville, N. C.

1963
Howard M. Braxton, Jr.
Elizabeth City, N. C.

Brenda Stephens
Greensboro, N. C.

1964
Mrs. Linda Palmer Maerz
Brooklyn, N. Y.

Patrick Larracey
Indianapolis, Indiana

1965
Samuel R. Scott
Winston Salem, N. C.

Ralph. A. Stephenson, Jr.
Greensboro, N. C.

1966
George Lloyd Eastlack
Madison, N. C.

Thomas W. Taylor
Chapel Hill, N. C.

1967
Roberta Gail Floyd
Raleigh, N. C.

David Stanfield
Greensboro, N. C.

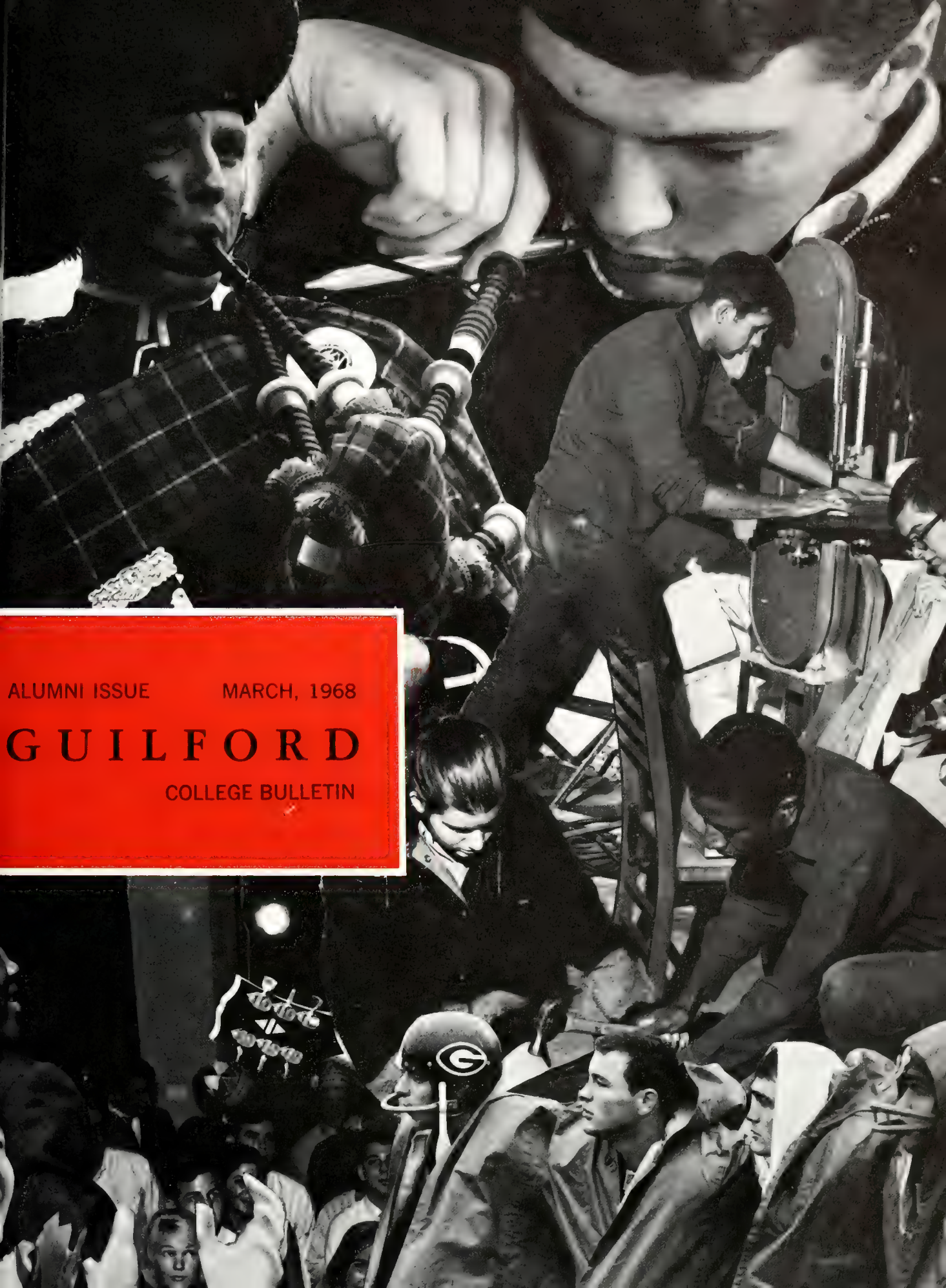


ALUMNI ISSUE DECEMBER, 1967

GUILFORD

COLLEGE BULLETIN

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ALUMNI ISSUE MARCH, 1968

GUILFORD

COLLEGE BULLETIN

GUILFORD COLLEGE

INVITES

ALL FRIENDS OF THE COLLEGE

TO

Rededication Ceremonies

for

Duke Memorial Hall

two o'clock, Monday, April 29

Elton Trueblood, speaker

Continuous Change: The Normal Pattern of Development	2	William Benbow
Change: Speaking to the Condition of the Modern Generation	3	Grimsley Hobbs
Association News	5	
Admissions at Guilford	6	Bruce Stewart
Playing the Admissions Game	9	
The Downtown Campus: No Typical Students	10	
They do Protest too Much?	12	Frank Pleasants
Faculty Focus: On Students	14	
Students Speak Out: On Students	18	
On Campus	24	
Class Notes	26	
Friends Speak with Voice of Conscience	32	Robert Register

GUILFORD ALUMNI JOURNAL

GUILFORD COLLEGE GREENSBORO, N. C. 27410 MARCH 1968 VOLUME LX NUMBER 15

Editor: *Caroline Carlton*
Assistant: *Becky Long*
Photography: *Peter Julian*
Director of Development: *Al Wheeler*
Director of Alumni Affairs: *William Benbow*

Cover montage designed by Guilford freshman, Doug Feeney of Claremont, Calif.



Continuous Change:

The Normal Pattern of Development

By WILLIAM BENBOW, Director of Alumni Affairs.

In talking with many alumni, the following concern usually emerges: "What's happening to Guilford College, I can't believe how it has changed! Why is it changing?"

One alumnus commented that the Guilford College student today does not have a knowledge of Guilford's history nor respect for her traditions. Let me assure you that the majority of Guilford's students are aware of the college's history and traditions, but they rightly feel the need to make their own history and traditions.

The transformation that is evident at Guilford today began in the mid-fifties, but for the most part it went unnoticed. It was at this time that Sputnik was launched and industry and government began to expand their scientific research facilities. Suddenly the American society placed emphasis on the need for better education.

A little over a decade later terms such as space race, underdeveloped countries, cold war, DNA, credibility gap, poverty and descrimination are household words and household concerns. Whether we like it or not, America is faced with a challenge — that of educating its youth to understand a world that is no longer divided into various isolated areas, but is rapidly becoming a world community, more complex than any community that has existed before, and one requiring more understanding from all persons.

America answered this challenge by upgrading its secondary schools, and making more financial aid available for students to continue their education. Consequently, the enrollment of America's colleges and universities increased, and the demand for an even better education came from the students, faculty, and other concerned citizens. The college's responsibility is to provide the best education possible; therefore, the college is compelled to fulfill these requests.

As many alumni have seen, Guilford College is challenged to continually upgrade her academic programs. As enrollment grows, so do the number of faculty members, to still maintain Guilford's excellent student-faculty ratio. (*Continued on page* 4)

Continuous Change:

Speaking to the Condition of the Modern Generation

by *GRIMSLEY HOBBS*, President of Guilford College



William Benbow has made an excellent statement concerning the developing conditions in the United States which have precipitated certain changes in the pattern of secondary and higher education. Each of us, he has pointed out, now lives in a world characterized by fairly rapid and continuous change. Experts in the field have predicted that during the lifetime of students now in college, each student can expect to change occupations on an average of three to four times during his working life. It would be strange if educational institutions were not affected by these new forces at work in our society, particularly if such institutions are to remain *relevant*, and to exert an influence on the *direction* of this change.

Students now enter colleges all over America with differing expectations and attitudes, and also, by and large, with more extensive preparation from their high school work. Discerning colleges recognize that it is important to offer maximum challenge to these students, and that to do this the collegiate program must meet them where they "are." By this I mean that the programs should, to use an old Quaker phrase, "speak to the condition" of the modern generation. We are trying to do just this at Guilford. The issue, therefore, is not so much "why change?" as it is "what is the best and most effective direction of change to meet the emerging needs and conditions today?"

In one sense, undoubtedly the major one, Guilford has not changed at all. I am here speaking of the educational objectives of the college, and the background of fundamental values against which this takes place. We are trying to produce effective, informed, and committed people who will be able to take a position of leadership in their home communities, in North Carolina, and in the nation. We want students to understand the major problems faced by local communities and by society at large, and to understand the direction of work which is needed in order to improve these situations. This is no easy task; it requires minds which are trained to think clearly and critically in problem situations, and it requires moral and religious commitment to hold them to the needed task. This is our fundamental aim at Guilford today, but it has always been the fundamental aim, as indicated by a statement of the Trustees of New Garden Boarding School, the forerunner of Guilford, in 1848. "By education," the statement reads, "we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."

The only problem is: how do we best accomplish this under the needs and conditions of today's world? There is, of course, no easy answer to this question. The administrations of President Binford and President Milner both wrestled with this issue, and devised the long standing and highly effective core curriculum for which Guilford was long and justifiably famous. It met the need of the day and gave point to the grouping of courses which are required of all students. Since this time, however, knowledge has grown and continues to grow apace; easy travel and information-exchange among distant places is possible; students come to the college with a far greater range of information; and new social forces are at work in the nation at large.

We at Guilford are seeking an educational program which meets these new conditions with the same type of effectiveness that the old curriculum had for the period between the two world wars and until about 1955. To devise such a program, Guilford has established faculty committees to evaluate the needs, to assess the sort of things other vital colleges are doing, and to make recommendations concerning our own curriculum. Noteworthy here is that students are included on the mem-

bership of this committee, and share in the evaluating process. In general students have been encouraged to participate in a wide range of faculty committees.

No doubt certain of the elements of the former core curriculum will be retained, although more freedom of choice will be introduced to allow more flexibility and challenge to students in fitting required emphasis into their individual courses of study. When final recommendations of the committee have been formulated they will come before the faculty as a whole for consideration and criticism.

Other changes at Guilford will be more obvious, even to the casual visitor. I am referring to the "new" buildings which have been inserted into the old shells of the former New Garden Meetinghouse and Memorial Hall. For many years now Guilford has needed more classroom and administrative office space. Both of these needs were accomplished through the virtual rebuilding of these structures. First, New Garden Hall was reconstructed into a three-floor building to provide modern and functionally arranged administrative offices. This has greatly facilitated inter-office communication and has improved the attractiveness of administrative offices. When the administration was able to move in, Duke Memorial Hall was freed for similar reconstruction to provide modern, attractive classrooms and faculty office space. The completion of this project has freed classroom space in King Hall, and has allowed certain expansion and modernization in the science facilities of the college. Further expansion of the science facilities is anticipated through the addition of a back wing to King Hall to allow for modernized laboratory space for chemistry, physics, and psychology, though no definite date for this addition has yet been established.

Other physical changes at Guilford include the addition of adequate outdoor lighting in the main drive, renovated faculty offices in Archdale Hall, and the use of a former residence for the expanded Development Office. At the present time a new dormitory to house 204 students is going up behind Founders Hall. This does not mean that Guilford contemplates expanding the size of the student body; Cox Hall will be discontinued as a dormitory after the completion of the new building, and it is contemplated that we will have a decreasing number of day students. To maintain college size, therefore, a large proportion of our student body will live on the campus.

All of these physical changes add up to a new look for Guilford, and it is something which has attracted a good deal of alumni attention and approval. We hope that those alumni who have not seen these changes and additions will make a point of visiting the campus.

Still another area of change at Guilford has been the expansion of student personnel services. Much attention has been given to securing trained head-residents for the various dormitories, and to providing professional leadership and supervision of student activities. I am happy to report that students have responded with great enthusiasm, and I note an attitude of increasing involvement on their part in many aspects of the total college program.

There has also been a significant increase in faculty salaries over the past several years. This has been accomplished partly through grants from the Carnation Milk Foundation and from North Carolina National Bank, but chiefly through increased tuition charges to students. For the most part parents have responded gladly, recognizing that continuous attention to salary is necessary in order to retain and to acquire competent and dedicated faculty members capable of doing an outstanding educational job. In this sense most parents have viewed the increases as an investment, with the dividends being passed on to their children. As a result of this, as well as for many other less tangible reasons, Guilford has had remarkably little turnover of outstanding faculty members, and has also been able to attract many highly qualified professors to the campus in recent years.

So much for a listing of the major areas of change which have been occurring at Guilford in recent years. Perhaps one further word needs be said, however. Improved instructional and student residential facilities, a rising capability of students and faculty members, and an updated curriculum are factors which interact with each other in many significant and useful ways. These things, we think, are signs not merely of change, but of progress. Guilford in many vital ways reflects and draws strength from her past; we inherit from the past our basic values and fundamental attitudes in education. Our job today is to interpret and build upon firm foundations under the conditions of the present and foreseeable future.

Continuous Change

(CONTINUED FROM PAGE 2)

The average Guilford student today is more outspoken and independent than his counterpart a decade ago owing to the demands that society places on him. As alumni, we must be reconciled to the fact that in a rapid, ever-changing world continuous change is the normal pattern of development. Guilford, like all universities and colleges across the United States, is inevitably a part of this pattern. There is no way to escape these demands, therefore, we as alumni should ask "What change is best for Guilford?" not "Why change?"

Association news

Lord Named Grid Coach

Bob Lord, formerly defensive line coach for Wake Forest University's Demon Deacons, has accepted the position as head coach for the Guilford Quakers. He replaces John Stewart who left coaching to join Ragan Carmichael of High Point.

Lord, 38, a native of Moscow, Maine, began his coaching career at Wesleyan University in Middleton, Conn., where he was assistant football coach, and coach for the freshman baseball and basketball squads. After two seasons at Wesleyan, Lord moved to Chicago's North Park College where he held head coaching duties for four years. Before coming to Wake Forest in the spring of 1966, he coached at Macalaster College in St. Paul, Minn.

He has a masters degree from Springfield College in Massachusetts and did his undergraduate work at Colorado State College, where he played offensive halfback and defensive safety.

He and his wife Julie, and their five children, Lindy, 13, Martha, 10, Bobby, 9, Patty, 7, and Billy, 6, will be moving from their home in Winston-Salem to Guilford in "time for spring practice."

Asked if any major changes were comtemplated, Lord said, "Every man will do things a bit different." But he plans to keep the assistant coaches, Wilber Johnson and John Lambeth, on the football staff. Lord plans to run a T-formation, and said the team has to be made *before* September 1. Spring practice will begin in April after the holidays.

Lord listed what he considered the three most important areas of coaching - recruiting; staff and squad discipline and pride; and the ability of the coaching staff to communicate with the team.

Lord stressed the most important thing about football was "to win and be respectable. It's easier to build character when you're winning," he said. He feels that football is "one of the finest educational experiences a boy can have. It tests his character and his courage."

And character building is an intergral part of Bob's program. He has been active in the Christian Fellowship of Athletes for eight years, starting or working with chapters of the organization in all the schools where he coached.

Bob expressed pleasure that Guilford has such good alumni backing for athletics, and praised the Quaker Club for its contribution to the school's sports program. "Alumni support, is a vital part of enlarging Guilford's influence, in all areas, not just athletics," he said.

Alumni Day Plans Set

J. Howard Coble, '53, of Greensboro, was elected by the Alumni Board of Directors to serve as chairman for Alumni Day, to be held Saturday, June 1. Assisting Mr. Coble will be Jace Ralls '50, Mrs. Audrey Smith Duncan '51, and Charles Hendricks '40.

This special day will have a variety of events which should appeal to all of Guilford's alumni, parents of students, faculty-staff members, and other friends of the college. The alumni banquet will be held in Founders Hall and special recognition given to the reunion classes of 1918, 1943, and 1958. Another significant part of the program will be the presentations of the 15th Distinguished Alumni Award, the Key Senior Award, the Senior Athlete Award, the Undergraduate Athletic Award, and the Undergraduate Achievement Award.

Induction of the 1968-69 Alumni Association officers, as well as the induction of the 1968 graduating class, will constitute a part of the program. Highlighting the activities will be a symposium on topics of current interest headed by faculty members.

More information on Alumni Day will be mailed to all of Guilford's constituents, but make plans now to return to Guilford on June 1, for the best Alumni Day in many years.

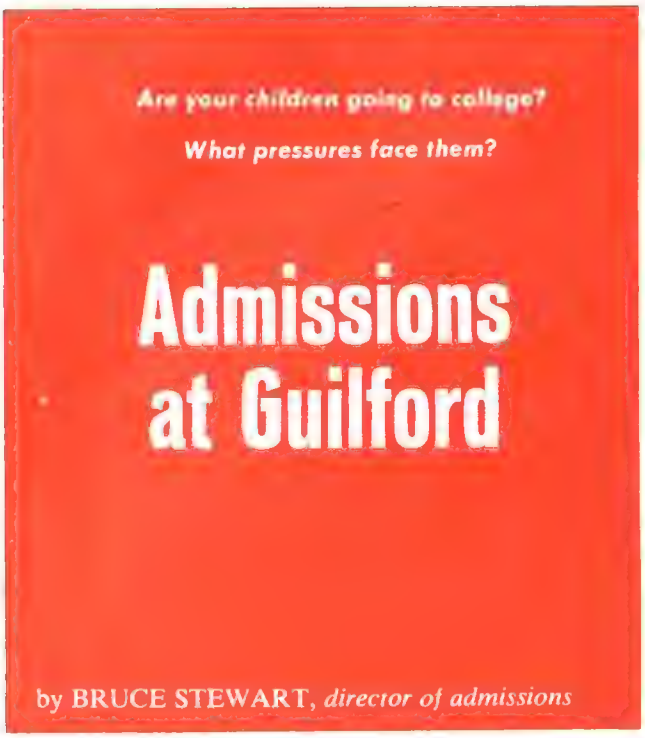
Atlanta Chapter Re-organizes

Atlanta Guilfordians held a long-awaited reunion on February 3 — the first official get-together of the group in three years. In addition to renewing old friendships at a social hour and dinner, the twenty-six alumni heard from Al Wheeler, director of development, Bill Benbow, director of alumni affairs and John Haworth, president of the alumni association.

The Atlanta alumni elected Dr. Morgan Raiford, president of the chapter, Lawrence Vickers, vice president, and Mrs. Carolyn Pipkin Ott, secretary-treasurer. Plans are already underway for a fall meeting of the ninety Guilfordians in the Atlanta area.

Spring Alumni Meetings

Asheville, N. C.	March 15	Robert Ralls
Goldsboro, N. C.	March 29	W. L. Charlton
Miami, Fla.	March 29	Earl Redding
Murfreesboro, N. C.	March 22-30	Buddy Heath
Asheboro, N. C.	April 2	Lillian O'Briant
High Point, N. C.	April 16	Howard Jarrel
Yadkinville, N. C.	April 22	Max Welborn
Burlington, N. C.	April 26	Melvin Lynn
Winston-Salem, N. C	April 27	Dan Jennings
Greensboro, N. C.	April 29	Larry Crawford
Mt. Airy, N. C.	May 6	Christina Christian



Many alumni of Guilford have experienced the traumas of getting their own children into colleges and universities, or as teachers have been close to the problems of the increasing competitiveness of admissions standards today. However, in talking to alumni and other friends of the college, I have found that many do not understand how the admissions picture at Guilford has evolved in the past ten years nor do they fully realize the extent and complexity of the admission procedures.

ACADEMIC CRITERION

In terms of our admissions standards, Guilford is looking for students whose records show that they are prepared for the academic demands of college work. To do this we consider the high school record, the student's class rank and College Board Scores, for approximately three applicants for every available opening.

Guilford wants to attract students who have a total of 1000 or better on the SAT (Scholastic Appitude Tests), preferably with 500 in each section; however, these criteria are flexible. For example if a student has 400 in math, we would like to see 600 in English. As a primary guideline we expect the student to be in the upper half of his class — if he comes from what can be considered a typical secondary school environment. At Guilford in the past five years with the increasing number of applicants, there has been a rise in the average of the college board scores, and an even higher rise in the percentage of students in the top half and top quarter of their graduating class.

In placing the admissions criteria in order of importance, first, is rank in class (taken in the context of the academic reputation of the school and the courses studied); second, counselor and teacher recommendations; and third, college board scores. Extracurricular activities are not a major consideration, but we like to find students whose talents will be an asset to the Guilford community. For example, we watch for students with experience in journalism, because we feel a real need for improvement in our campus newspaper. There tends to be a preponderance of white, upper middle class students on our campus; thus, we are looking for students who can provide elements in the community that would be juxtaposed to this. A student who has been active in a social project, such as tutoring in a poor neighborhood, is likely to be more valuable to Guilford than one who has been a high school cheerleader.

Of course these criteria for admissions are only guidelines. We try to consider each student applying as an individual, evaluating his needs and capabilities with the programs offered at Guilford. A striking example was a student whose admission to Guilford was ensured on the basis of the following letter:

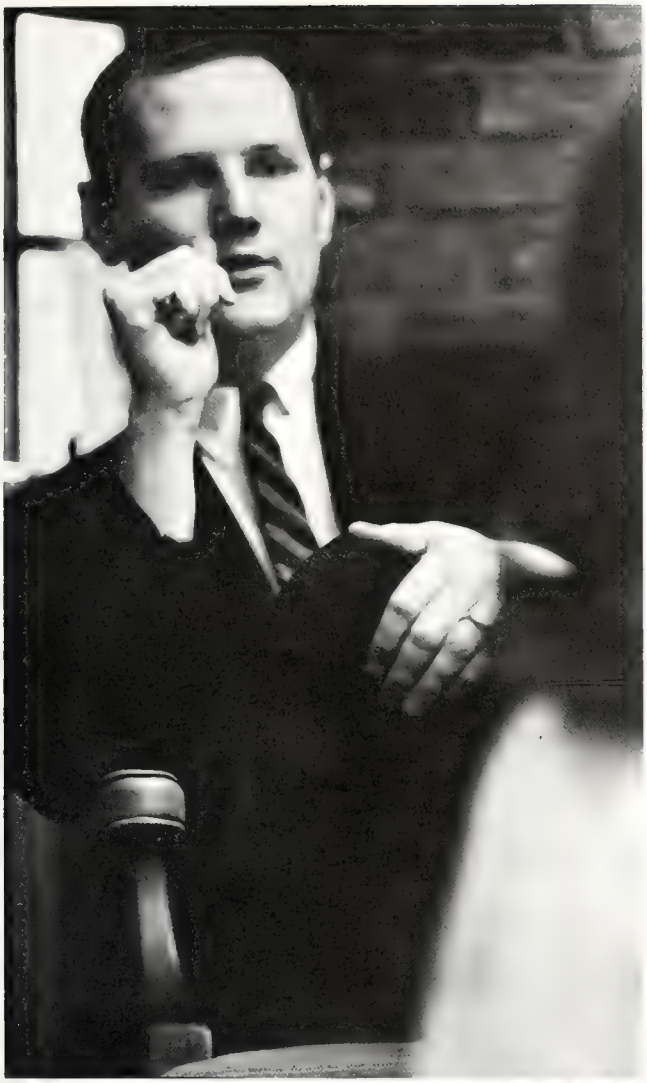
"I'm so glad we met last Saturday. On my previous visits to Guilford I was impressed by the warmth and friendly atmosphere of the college and needless to say, fell in love with your beautiful auditorium. Here were two of the things I was looking for — happy surroundings and an opportunity to get involved in the theater.

Up until now so much emphasis has been put on GRADES, GRADES, GRADES! Bring up your grades or you won't get into college! But I ask myself — are the honor graduates any more successful? Are they more content? Are they more involved in making this a better world? Are making good grades important to living? My thrill came not from making an "A" on my report card, but from the big smile of an "underprivileged" little boy in day camp last summer when I let him wear my watch. An even bigger thrill was the wild flower he very ceremoniously presented me on our walk the next day. How do you reconcile the high grades and low attitudes of some people toward those of another color or lower economy? Do good grades make you more loving and understanding?

But you're right! Successful living is a happy blending of creativity, awareness of others, a zest for what we do — including academic pursuits. One without the other is lopsided! The truth is I know I can make good grades. This last report card period my average was 87. Maybe I am a slow starter — but a strong finisher. Is Guilford to be my launching pad? I hope so."

ADMISSIONS PROGRAMS AND AID

Guilford has instituted several admissions programs which have helped insure a better quality of student. The *early admissions program* at Guilford encourages





An important part of the admissions picture is personal interviews with prospective students. Director of Admissions, Bruce Stewart (above), talks with a high school senior, and Merle Corry discusses readmission with a student at the Downtown Division.

well qualified students to apply in September and early October of their senior year, so that we can notify them of our decision during October. After this group of early decision candidates has been secured, the admissions office immediately begins our "rolling admissions plan." Under this, the admissions committee, composed of Cyril Harvey, Henry Semmler, Stuart Maynard, and chairman, Kenneth Walker, with ex-officio members, admissions officers John Bell, Merle Corry, myself, and academic dean, Dr. Jerry Goddard, evaluates week by week each student whose application folder is complete.

The admissions committee examines the credentials of each student and places him in one of three categories: outright acceptance or rejection; holding for additional information such as first semester senior year grades; or waiting list for possible opening later in the year.

Another major difference in the admissions picture at Guilford is that we are trying to make more financial aid available to highly gifted students. The college developed a series of 15 Select Freshmen Scholarships which we try to award to the intellectually elite students who will bring to the college a nucleus of academic leadership. A Select Freshman Scholar should have at least 600 on each section of his college boards, be in the top quarter of his class, and have strong letters of recommendation from his high school guidance counselor, principal and teachers. The applicants for these scholarships are invited to the college to be interviewed by faculty members, and submit an essay on what value they think a liberal arts education will be to them in the 1970's. We usually have at least three applicants for every $1,500 scholarship awarded, and we try to give financial aid to the "runners-up" if it is needed.

After their freshman year, these Freshmen Scholars, as well as all students, are eligible for a Dana Scholarship, awarded for academic achievement and leadership. The amount of the Dana Scholarships vary according to the individual student's financial needs.

The college tries to ensure that every qualified student who applies is able to attend, and the financial aid program is increasing each year. Approximately 215 of Guilford's students are now receiving financial assistance in a variety of "aid packages" which may include scholarship grants, work-study programs, and loans.

RECRUITING OUTSTANDING STUDENTS

Guilford, because of the competition from other schools and the rising costs of private colleges, is actively recruiting qualified students. John Bell, associate director of admissions, began in September traveling not only to every North Carolina county, but also to all parts of the country, contacting students from at least 90 schools a month from Georgia to the mid-west. Next

year this recruitment will be expanded to extensive travel from Virginia to Maine. The admissions office feels that to give our students the best possible undergraduate education, they should come into close contact with students from highly diverse economic, social and religious backgrounds.

This brings up a point which many alumni and members of the Society of Friends ask — the consideration given to their children in the admissions office. A student with a Quaker background is given maximum consideration and the child of an alumni parent is given the closet possible consideration. All things being equal, the admissions committee definitely gives first preference to the child of a member of the Society of Friends or an alumnus. The committee also gives a plus factor to a boy or girl who would add some unique dimension to the campus.

THE DIFFERENCE IN STUDENTS TODAY

In the admissions office, it is very evident to us that the students of the sixties are quite different from those of just ten years ago.

The student is confronted with pressures long before he makes application to a college. He is faced with much stiffer competition in being accepted to a college, and after his acceptance the college's academic standards require much more than anything he experienced in high school. Family pressure is another major factor. There are more students whose parents have gone to college, and they naturally want their children to continue their education. The real problem comes when this desire becomes directed toward a particular college, or a particular profession for which the child is not suited.

I think that male students feel a very hard pressure from the draft. A few years ago if a student was not satisfied with his college experience, or undecided about a major field of study or a profession, they could leave the campus for a semester. Today they may be drafted.

Financial pressure is greater, and as the cost of education rises it becomes increasingly difficult for students from a large family to afford the kind of education offered in a small liberal arts college.

There is pressure from the knowledge explosion. There are an incredible number of things to learn, and in a way less time to really study. The days of a sort of monastic college experience, where you could bury yourself in the library, have gone. Now students are expected to be involved in campus social and extra-curricular life, participate in student clubs, political organizations, and social movements in the community. There is a problem here for the student, in trying to decide which of the many activities are the most important and relevant. There is a real danger of a student over-extending himself.

There is almost immediate professional-decision pressure. The fields of study are now so diverse, and the opportunities within each profession are so myraid. Even a freshman today does not say "I want to be a doctor or a lawyer;" rather, it's "what area of specialization in law will I undertake, and afterwards will I work with the poverty programs as a legal assistant, or will I work in a corporation, or run for political office." There is also more pressure placed on the student to go to graduate school. Students now feel that a college education is equivalent to what a high school diploma would have been a generation ago. In many fields, the student finds that a college degree in sociology or psychology or history hasn't yet given him the specialized knowledge that he wants or that his profession will demand.

Students feel the social confusion surrounding them — the hippie movement, the problem with drugs on college campuses, which weren't difficulties a short time ago, — are merely symptomatic of the pressures a young man or woman of eighteen or twenty experiences. Although the majority of the college age students don't become hippies or drug users, many are disenchanted with the establishment, with what they view as the failure of the American processes of government and education to effectively solve so many problems of society.

The student's own background has drastically changed. More are coming from broken homes, and their mobility is the greatest of any generation. Students used to have their roots in a specific community; they had an element of stability when they left the college campus. Now many college students complete four years of school, returning "home" to three or four communities before graduation. Their fathers are with IBM, which is often called "I've been moved." The influence of the church on college life is not as significant as it has been in the past. Students are becoming less and less dogmatic in their religious beliefs, and more individualistic. They don't find the easy security in canned answers of many churches for their problems, and I think this is a good thing. In my opinion their religion is more personal, more thoughful, and more real. Theirs is a doing, acting, living religion, not a static one.

I am hopeful, though, that when this generation of college students has coped with all these pressures, they are going to have profited more than any other group of students. The finished product will be greater, for they will have paid a greater price for their educational experience; they will have grappled with social and economic issues, struggled with establishing valid moral and religious codes. In short, the opportunities and the challenges for this generation far outweight the enormous pressures.

PLAYING THE ADMISSIONS GAME

To help you better understand the admissions procedure, the admissions office has drawn up seven real applications taken from their files. (The cases have been "disguised" so that they can not be identified with the actual students). See whether you would accept, reject or "hold" the following students if you were on the admissions committee. To compare your answers with the committee's decision, turn to page 24.

GLENN

Rank: 6-180
Grades: all A's and B's
College Board Scores: Verbal 573, Math 588
Intended Major: math
Activities: varsity basketball, football and track
Honors: National Honor Society
Recommendations: Glenn was highly recommended by his counselor, as being a well-rounded creative student, with a good personality.

BETH

Rank: none available
Grades: senior year made 5 A's and one C
College Board Scores: Verbal 539, Math 400
Intended Major: political science
Activities: feature writer for school newspaper, active in church work
Note: Beth is a Negro student who transferred from an all-Negro high school her sophomore year, and was able to adjust to a more difficult academic environment. She comes from a large family of eleven children.
Recommendations: highly endorsed by teachers and counselors as being a well adjusted and motivated student.

JOHN

Rank: 181-415
Grades: C average
College Board Scores: Verbal 450, Math 362
Intended Major: economics or history
Activities: Hi-Y, president of Youth Fellowship group, vice president of Key Club, student orchestra director
Recommendations: Counselor writes: "we are quite pleased with John's progress this semester. Last summer he attended a special program of the Learning Institute of North Carolina. Free discussion, exploration of ideas, and free give-and-take were encouraged. John seemed to profit from this experience very much. He was an honor roll student for the first quarter. I realize that he is a risk; I personally believe a good one."

JOAN

Rank: not available
Grades: C-average
College Board Scores: Verbal 290, Math 346
Intended Major: Art
Activities: Future Teachers of America, French Club
Note: Joan has several relatives who are Guilford alumni, and her parents are members of the Society of Friends.
Recommendations: high school counselor would not recommend her for college level work.
Personal Interview: Joan is shy and lacking in self confidence. Her only real interest is in art at which she displays talent.

KAREN

Rank: 4-139
Grades: A average
College Board Scores: Verbal 642, Math 640
Intended Major: English
Activities: Chorus, science club, yearbook editor, cheerleader
Honors: Beta Club, attended Governor's School, commendation on National Merit Test, science fair winner
Recommendations: "An excellent scholar — talented, active in student affairs. Karen excels in many areas, and will make an outstanding college student."

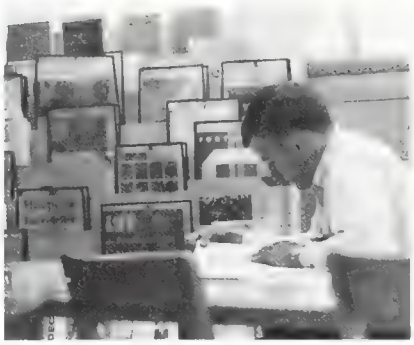
MICHAEL

Rank: 3-38
Grades: A average
College Board Scores: Verbal 642, Math 772
Intended Major: math or physics
Activities: football, track, golf; dramatics club; football captain
Honors: National Merit commendation
Note: Father is deceased. Michael has worked during summers.
Recommendations: Enthusiastic from all

MARSHA

Rank: 8-70
Grades: B plus average
College Board Scores: Verbal 412, Math 360
Intended Major: sociology
Activities: Spanish club, Future Homemakers of America, social science club, business manager of junior class, dramatics club
Recommendations: Marsha will probably encounter some difficulty because of her weak background, however, since becoming a member of Upward Bound she has shown considerable improvement in her test scores.



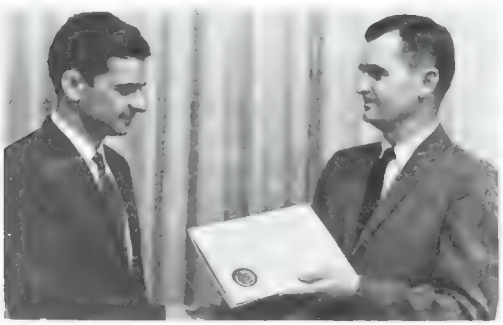








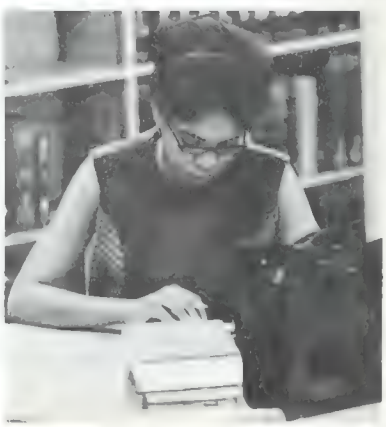












The Downtown Campus: No Typical Students

Housewife, postman, sergeant, priest, fireman, clerk, artiste. The rhyme isn't quite inclusive enough, but it does catch the flavor of the amazing amalgamation of students at the Downtown Campus.

Lack of a diversified student body has never been a problem at the Downtown Campus. Scott Root, assistant dean, who operates out of the Downtown Campus, explained that there are "no typical students here. Of all the students I've interviewed in January, there might be five that you could describe as typical."

Who are the students at the Downtown Campus? Women with families, business men, veterans returning on the G.I. Bill, married students who work and attend classes at night, foreign students living with relatives in Greensboro.

Why do they come to college? According to Mr. Root, "Lots of the older students have reached a certain point in their careers, and either must up-grade their skills or get a college degree, especially in fields such as economics and business management." Mr. Root estimated that about eighty percent of the students are employed, and fifty percent are employed full-time.

How do these moonlighting collegians perform? One professor who teaches on both campuses summed it up: "These students are really interesting. You have so many points of view when you get a housewife, a veteran of Vietnam , a businessman in a classroom. By the very fact that they have made the effort to return to school, you know they are highly motivated and eager to learn." The teachers find the students stimulating, and concerned about the relevance of their education to their past experiences and future plans.

They achieve accordingly well, comparing favorably with the students on the main campus. Thirteen of the 80 June degree candidates at the Downtown Campus have a B or higher average, compared with 36 out of 222 on the main campus.

The Downtown Campus personnel are exceedingly proud of their students and the records they have made.

Two outstanding seniors, both Dana Scholars, illustrate their justifiable pride. Mrs. Doris Jarrett Henderson of Greensboro, who completed requirements for a degree in elementary education in January, made the highest grades of any four-year student in Guilford's history. A full-time student, as well as a wife and mother, Mrs. Henderson completed 36 courses, making A's in all of them. Number two in this year's senior class is also a student at the Downtown Campus. Ernest Sawyer, of Sophia, N. C., has managed to make an outstanding record as a physics major while working full time as a laboratory technician for Western Electric.

Although the admission standards for college-degree candidates are the same for both campuses, there are two special categories at the Downtown school: the Special Student and the Second Chance programs. The Special Student Program is designed for adults who have been out of school for a number of years. Students under this program will not be considered degree candidates until they have completed fifteen hours of work with at least a C average.

The Second Chance Program offers Greensboro-area students who have shown strong academic potential and achievement, but have failed in a previous college experience, the opportunity to re-enter school after being out one year. These students also must maintain better than a C average (1.2) each semester.

If there is a major problem with the students at the non-residential campus, it is "the difficulty in creating a sense of community," Mr. Root said. "When students come from Greensboro, and commute from Winston-Salem, Reidsville; when some are part time, others full time, some married, some single, this sense of community must be worked for — it just doesn't happen," he said.

But the students *have* been working on their problems. Despite pessimistic voices, they sold enough tickets to students and faculty to pack a Greensboro dinner theater. This evening was such a success that the Downtown students are planning other programs which will appeal to their diversified group of 593 college students and 271 business, high school and special students.

What the Downtown Campus may lack — the frivolity of a typical campus, with its athletes, cheerleaders, dormitories — it makes up for in other ways. The students are concerned about each other. Four students who had been helped through academic difficulties of their own, came to the rescue of a foreign student whose poor English was causing him to perform badly in all of his courses. After a semester of "being consumed" by the students and a tape recorder, the boy was able to make A's and B's.



They Do Protest Too

They do protest too much. They don't protest enough. There is no agreement over issues or volume of dissent among students, faculty, or sidewalk observers. But one thing is clear — protesting has begun on the Guilford campus.

Guilford students and faculty have participated in silent peace vigils on the steps of Founders Hall, on the streets of downtown Greensboro, at the weekly vigil coordinated by the Friends Service Committee. Guilford students demonstrated outside the Federal Building, protesting the draft, the war, and questioning the local draft board on General Hershey's recommendation that demonstrators be classified 1-A "deliquent." The student legislature and other concerned students initiated discussions with a local barber shop which allegedly refused service to Negro students. After six months of negotiations, the neatly dressed students picketed the shop.

Another thing is clear in the protests. There are no professional agitators on Guilford's campus. Most of the students are sincere, making conscientious, honest efforts to think for themselves on issues which are plaguing the country — the war in Vietnam and Civil Rights. The protestors are taking the first steps to independent judgement in questioning and challenging traditional values. College campuses, especially, should place over their gates the words of the American orator, Wendell Phillips:

"Agitation prevents rebellion, keeps the peace, and secures progress. Every step she gains is gained forever. Muskets are the weapons of animals. Agitation is the atmosphere of the brain."

Much? One Voice of Dissent

By FRANK PLEASANTS

Across a picturesque campus blanketed with yellow sycamore leaves, darting though buildings, down corridors and stairways, Bob Swain maintains a steady one-man commentary on Life-on-the-Guilford-College-campus, War, The Bomb and Quakerism.

The handsome New Jersey sophomore represents something of a new breed emerging in the college student today. He stands percariously somewhere between the hippies' passive contempt for society and the irrational anger of the student revolutionist.

"When you find a campus this apathetic about everything, it's pretty frightening," Bob Swain says. "Apathy is a crime, and we might as well wake up to it."

He turns the last corner and moves into a tiny lounge in the basement of Carnegie Library, instinctively falling into an easy chair and propping his feet in front of him.

"The German nation personified apathy during World War II," he says. "They could smell the oven burning at Auschwitz, but pretended they weren't there."

He closes his eyes tightly and wrinkles his face in mock-concentration. "Now it's twenty-five years later. It's 1967 and this is us. I can't keep silent."

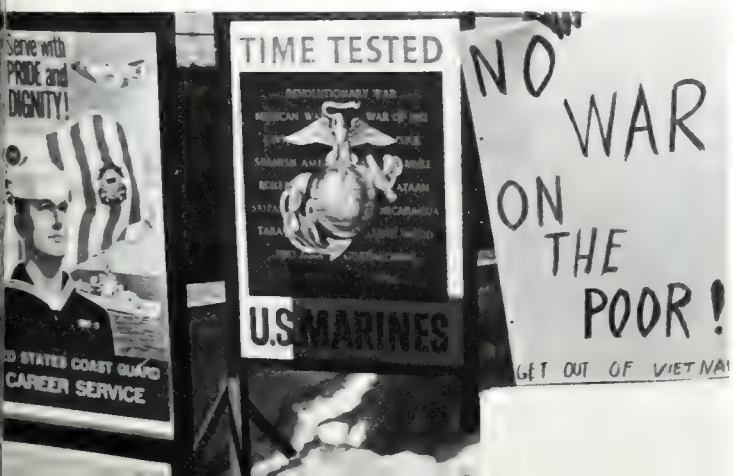
Bob Swain is a Quaker, a pacifist. He believes more people, whether they agree or disagree with him, should stand up for their principles.

"I think everybody's sentiments are basically anti-war," he says. "And certainly on a Quaker campus we ought to have some mature, responsible opposition to the war."

Last month Swain and a loosely organized group of students and faculty staged what they termed a "silent demonstration" against the current draft setup and the war in Vietnam.

The 40 to 50 participants were hit with water bombs and showered with acorns.

"Frankly, I'm glad to get a reaction — any kind of reaction," he says. "But, of course, it was disappointing too. Now, really — acorns!"





Bob Swain (center) confronts local draft board.

Swain calls the negative response the protest garnered "an eye-opener." He is planning similar campus demonstrations in the future.

"The main thing people misunderstand is where our support lies," he says. "All any of us are against is the war. Certainly I support our boys in Vietnam. That's why I'd like to see them brought home."

The 19-year-old English major received several letters from irate citizens after the last protest, especially from mothers with sons in Vietnam.

"It makes me sad when people close their minds and can't see past the cliches — this my-country-right-or-wrong attitude — is making a lot of people do a lot of very bad things."

Of the Washington Peace March which he attended "as a spectator and journalist," he expressed his admiration for the police and general disappointment with the participants.

"Some of the demonstrators' behavior was ridiculous," he said. "I admired the way the police and military handled it. Unfortunately, I don't think the march will help matters any. There were too many irresponsible people along with the sincere ones."

Despite the poor reception last month's protest received at Guilford, Swain feels a part "of a growing majority in his political beliefs."

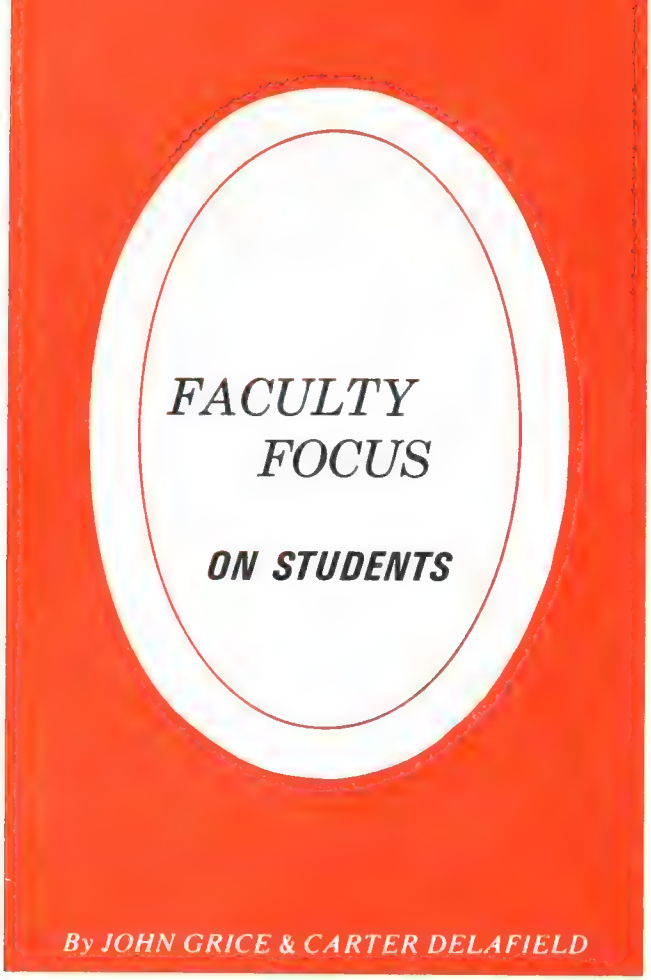
"The pendulum of public opinion seems to be definitely swinging," he says. "Gallup says 65% now disapprove of the handling of the war." "And when you've got a hung jury on capital hill, and still no changes are being made, then you know something's wrong somewhere."

Asked if he had any regrets about his public stands on often unpopular issues, Swain gathers his text books, signaling the time for another class.

The interview is over.

"This seems to be the only time anybody has expressed any political views on this campus since it was founded in 1837," he says, tracing his steps through the corridors and up the stairway.

"Now, right or wrong that's got to be a good sign."



One of the reasons that I came to Guilford was because I liked the idea of a small liberal arts college and the student-faculty contact that you can't get in the big educational factories. I have a broader range of courses that I can teach. I don't get stuck with the baby course in American government and politics, and it means that I get not just the freshmen, but students out of all four classes.

In the period that I have been here I have noticed a very significant change in the students. Our seniors last year were a little on the weak side, but this year's seniors are better. I would say that as you go down the scale the sophomores are better than the juniors and the freshmen are better than the sophomores, or at least they seem to have more potential. They seem to be more alive and more interested. I'd say that in the student body as a whole we probably have students who are equivalent to the best students at any good college or university.

What I enjoy most about my relationship with the students is their openness and their willingness to come and discuss not only the subject matter of the course but developments on campus; what the faculty or students feel about given things. This has been something that has developed for me primarily this year since I was put on the student affairs committee, dealing more directly with the problems that are of central concern to the student.

Generally the students feel that they should be treated more like adults, and in most cases they are willing to accept the obligations that go with these demands. The major battle at the beginning of this year was to liberalize women's hours. I myself feel that the best rule-of-thumb for school regulations ought to be 'you'll be treated like an adult as long as you act like an adult.' Until you show yourself to be something other than an adult we will let you make your own regulations. This is a little bit advanced. I don't think that in the foreseeable future Guilford will attain the type of very liberal social regulations that they have in schools like Antioch or Swarthmore. Now I am not trying to turn this place into an "oasis of sin" in Guilford County, quite the contrary. But, I do think that the students really are more mature, certainly more mature than I was at their age. Their involvement in and concern over social affairs, both domestic and foreign affairs, are far outside the limits of involvements which I had at their age.

I find they are interested in, and work at gaining an understanding of, major current affairs and problems. They feel themselves to be a part of their society, where as my generation that went off to college in the mid-50's regarded college largely as a four-year holiday from responsibilities, certainly a demanding academic situation, but a feeling, "well let's eat, drink and be merry, tomorrow we may have to go to work." The students don't feel that way any more. Current situations, the current society are such that students cannot afford to feel that way any more and they don't. This means that on the part of the very good students you have the kind of involvement and concern that is motivated. That's indicated by what you call the student leaders on campus. The other end of the scale, the students who in my day would have been just down right apathetic, feel themselves involved. Now they may not know much about the problems, but they at least have to consider whether they ought to be here. They are subject to the draft and must consider what the more visible areas of change in the United States mean for them as individuals.

These things are brought to students more pointedly, I think, and on a more frequent and more personal basis than was ever the case when I was going to school. This I think is a good thing because while the students like to regard the administration and faculty as their natural enemy, I think that they are coming to realize that they are in fact already a part of this establishment that they feel themselves rebelling against.

You don't come to college, by and large, just to escape the work-a-day world anymore. You come to prepare for something. I have *freshmen* asking me,

"where should I go to graduate school or law school." They haven't even gotten into their major yet, have been on campus a week, and want to know where they are going to law school.

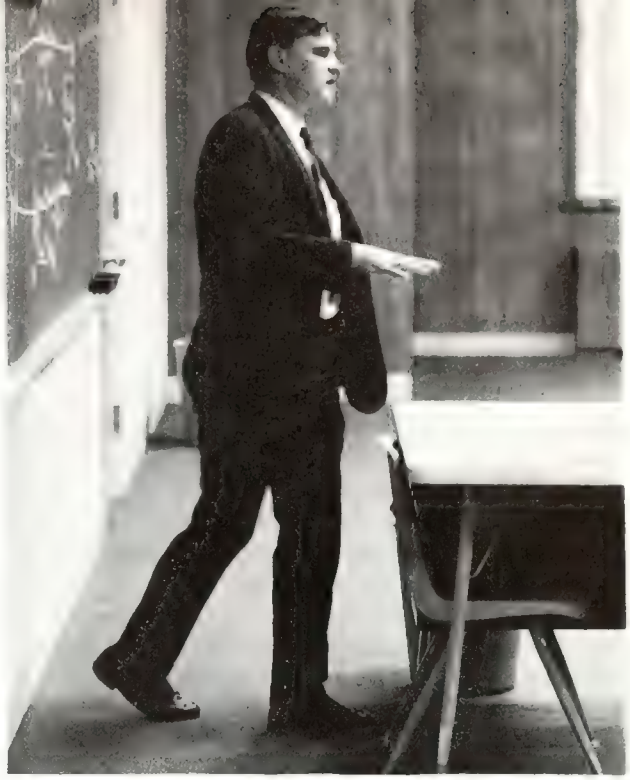
I think the frequency of generations, not physiological generations but attitudinal generations is much shorter. The students whom I dealt with four years ago were different from the students with whom I am now dealing. My generation was different from the generation that I knew four years ago and the like. There's so much change, that you are working with a new group of kids every two or three years.

(What do you think that students are most concerned about?) There is a wide range of reaction to the Vietnam war among the students. There are those who object on the grounds of conscience or their religious background, members of the Society of Friends and others who are violently opposed to the war and who take part in the demonstrations on and off campus. That's a very easily identifiable group — a small part of the student body, clearly, and unfortunately, not a very popular minority.

We have on the other end of the spectrum a large group of conservatively-oriented students. It's frustrating sometimes to get them even to listen to an opposing point of view. They say, "The hippies are having themselves a vigil, hurrah-hurrah," and that's about as far as they go into their own examination of the problem. Between those two extremes you have a group whose primary interest in the Vietnam situation is whether they are going to be drafted. This is a very real situation, but it manifests itself in a close reading of the selective service regulations and tearful pleas for a C instead of a D so that they don't have to go to Vietnam. Between those and these very actively involved and concerned students you have a really thoughtful group of students who have not made up their minds. There are many students who feel that America is the greatest civilization that has ever arisen, that it is unique in human history. They are great readers of Eric Hoffer and I think that that is a good thing. Yet America finds herself involved in a situation which these students do not understand, and it doesn't comfort them much to tell them that you have been reading on it for four years and you don't understand it either. It is a very frustrating situation intellectually and emotionally.

(How does student activism manifests itself on the Guilford campus?)

Student activism on this campus manifests itself, I think, most clearly in an attempt to change the role of the student in the Guilford College community, that is to say, the students want to assume responsibility in social regulations. They want to involve themselves in what type of education they are going to get. For example, the students have their own committee on curriculum reform, which is a major issue this year. They have been tinkering with the so-called "free university" idea — trying to get faculty interested in giving non-graded courses which are not a part of the regular curriculum. In many cases the students are right—the customer may be right more often than we *think* in education.



John Grice, assistant professor of political science, stresses a point about third party politics to American government class.

On the balance, student activism is constructive. The students do get carried away. They want change and they want it now and they want to see it while they are at Guilford. On the other hand they have the same problem that most of us have and that is the belief that they have the answer. As an assistant professor I may think that I can tell Dr. Hobbs how to run this college. This does not necessarily mean that I would be able to do it if I were in his position. The students feel that they can tell the faculty how the classes ought to be run and set up, and I would say that they have more good suggestions than bad ones. But here again they are not faced with the responsibility of implementing these suggestions. They don't know the problems of staffing, and the problems of faculty time and the like. They are willing to listen when you tell them about this and when you point out how it looks from the other side of the desk. Students are interested in the quality of education they are getting, not all the students, but certainly a significant number. These usually turn out to be the students who are interested in social regulations, interested in building up the sense of community or school spirit, the kind of students who are interested in seeing that the freshmen don't get "turned off" within the the first three or four weeks after they come to college.

We are talking about the number of students who became involved in things on campus, right before. We were concerned with the number of students who became involved with campus affairs and take part in things like demonstrations or organizing campus activities. We think it's a comparatively small group out of the campus as a whole, but we don't know yet.

Carter: I have one other comment to make about students' organizational activities. That there seems to be one campus leadership group interested in everything, who appear regularly at concerts, avant garde movies, and things of this kind. Then there are quite a few other student leaders who never do anything except sit in their chairs and officiate in whatever campus job they are holding. Their interests are narrow and they want to hear "what the dean has to say" and the reason they give for refusing to consider changes is "we've always done it this way." These students are really followers, not leaders. The fact that we have so many of them in leadership positions may indicate that we're not doing enough to recognize and encourage independence of thought among our students.

John: One of the things we are going to have to do, I think, if Guilford is going to develop along the lines that we want it to in "our pursuit of excellent" as Secretary Gardner would call it — is *to broaden the constituency*. We need more students not only from Boston, N.Y., Philadelphia, Washington, and northern Virginia who are in the minority, but also students from the mid- and far-west, if we can get them.

We need a broader student body because I think that the atmosphere at Guilford has not yet changed from the old regional atmosphere, "the South's only Quaker college." If we are to establish the type of national reputation that we need to get the funding for the programs we want, to attract the faculty that we want, and to attract the students, we are going to have to work on this broader constituency. This is something we are just getting into and I think the admissions office has an excellent understanding of the need to broaden the constituency of the student body, that is to say their source of origin as well as their interests and aptitudes and their abilities.

Carter: I am very much interested in some students that Bruce had here last week who are North Carolinians but they are unlike the North Carolinians we have had before. They are kids from the mountains who have had very few opportunities but have good board scores, even though they come from deprived backgrounds. This would suggest that they would be an extremely interesting group to have here.

I think that one thing that Guilford lacks now because our student body comes from such a narrow socio-economic range, is students who can educate each other. One feels now that after one has whipped up some interest among freshmen on problems of today that they just sag back because they don't have a group in their dormitory with whom to discuss these new interests. When we get students from a broader diversity of backgrounds, this will tend to take care of itself. Kids from different backgrounds bring a variety of viewpoints to almost any discussion, and even the most casual conversations will be learning experiences for everybody. Students who're learning in social situations are readier to learn in class. A very important part of their education will be their dealings with each other.

John: And faculty offices, the students come by and drink coffee and talk over the problems that they are interested in. Carter has made an excellent point and I try to tell students this - that what they are going to remember years from now is not Professor Snarf's beautiful lecture on the American presidency, but the bull session that they had with their fellow students in the dormitory on whether or not they wanted to go to Vietnam. Much of the educational process must involve interaction with other students.

Carter: Most people, no matter what background they come from, are unfamiliar with any background but their own. I have one marvelous student who dumbfounded me by saying that he had never met a white Anglo-Saxon Protestant until he got to college. He has learned as much from his middle-class friends here as they have from him.

When you have a heterogeneous bunch of students who are commonly interested in almost any subject,



Mrs. Carter Delafield, assistant professor of English, gives advice to a student after class.

when they come at it from widely different points of view — you are bound to get sparks. And if all they learn is that everybody doesn't think like them - then you have really made a beginning in education.

(Tell me some more about your interesting students and if you think they are really getting something out of their studies)

Carter: This is really hard to say - I haven't taught long enough to see many finished products. But I could make one generalization — a lot of my interesting students — the ones who're serious about learning - are ones who have been out of school for a year or two, dropped out for one reason or another, maybe have done a hitch in the army and have come back. What you have here are students who have at least some kind of motivation. Just the fact that they have had a year or two more to mature makes a lot of difference in most cases, I think. I find that having no more than four or five of them in a class of twenty-five or thirty is enough to create a different atmosphere for the whole group. Their interest in learning is definitely contagious.

John: Now that was the point that I wanted to make at some point during the discussion. The good students I spoke about earlier, even if they are in the minority, and we don't know exactly how many of them there are, usually you will have a couple of them in every class. Sometimes you wind up talking to those students because you know they are the ones who will do something, who are receptive, whose minds are open. You just hope that some of it rubs off on the other students. You keep an eye on everybody, but these are the ones that are really a joy and a delight to teach.

Carter: They come from all different backgrounds.

John: There is no standard pattern, you cannot even say that all of them are those who have dropped out.

Carter: No, I just made that as a generalization. Thinking over my freshmen, one of the students who turned out to be one of the most interesting in the class was one who at the beginning of last year was one of the most rigidly narrow. She literally could not understand ideas that differed from what she'd been brought up to believe. But she wanted to learn and she could take criticism well. She *learned* to be open-minded (the one thing you absolutely have to be if you're going to get an education). She's an exception, though, I'm afraid.

Too many of our students are as rigid as she and complacent about it. They think their middle-class world is the best of all possible worlds and they just don't see much point in looking outside it — which unfortunately means that most of them spend four years in college without really learning anything — and because they refuse to use their minds, they are hideously bored in the process. They do a lot of memorizing, they may even get good grades — but, that eight or ten thousand dollars they've paid to the college hasn't bought much. They haven't learned to think or to be willing to look at new ideas and as a result they're very little different when they graduate than they would have been if they had never come here at all.

(Do you think college is changing the students; do you think they are accepting the change?)

John: Of course. I made the distinction between my generation, the quiet one of the mid-fifties, and this one today. We did the same things as students today, only we did them in private. We didn't make waves. Change is the natural thing, I think, for these students. The society, government and politics — the structure of the society and the issues the society is concerned with, all involve *change* and rapid change. This rate of change is accelerating. I think that we are faced with a climbing graph on just about anything that you want to put down. Hard facts in juvenile deliquency, unemployment, political participation, dissent, put good old conservative reactionary sentiments in orbit. All of these things are increasing at an alarming rate. The student is only at home with situations that are marked by change.

Carter: Static situations totally alien to their whole background.

John: That's right, they say, "well, we've got this penned down, why fool with it."

Carter: Well, it seems to me that one part of the Guilford Quaker tradition has been that any notion of involvement with people and things that are far away such as other countries, other cultures. Coming to grips with problems that are right *here* has been something fairly alien to this community up until now. This demonstration last fall, I would suspect, was one of the first things of this kind that has taken place on the Guilford campus in a long time, if ever. I find it sad when Quakers have been in the vanguard of so many important social changes that our students are so little concerned. However, we do have *some* who are doing important things off campus, though not nearly enough.

Some students have worked very hard with the tutorial program in which college students help students from disadvantaged neighborhoods. And several Guilford students have been more than involved in this, not only on the local level but also working out programs for the whole state. One boy, who graduated last year, has written textbooks for use with children from deprived backgrounds. He did such a good job that he was offered a job with the Advancement School (the one which was in Winston-Salem and has now gone to Philadelphia), and one with a large city school system in Ohio because his work, even as an undergraduate here at Guilford, was so impressive. However, he would be an exception to our rule of non-involvement, I'm afraid.

Students Speak Out:

On Students

Everyone is talking about students today, and students are no exception. In fact, they are their own harshest critics. To learn some of the things with which the college generation is concerned, seven Guilford students were asked to participate in an informal interview to discuss their peers. The seven students were selected because each one is actively involved in a particular area of campus or community life; all are vitally concerned about Guilford; and all have different opinions.

The students are Bob Wilson of Orangeville, Ohio, the only junior in Guilford's history to be elected President of the Student Legislature, who tempers liberalism with practicality. Because he felt his beard was alienating him from a portion of the student body — he shaved . . . Art Washburn, a junior from Pleasantville, N. Y., co-ordinator of the Greensboro United Tutorial Service, which tutors underachieving students in local schools, and a community worker for the Youth Educational Service . . . . Keith Parks of Savannah, Ga., President of the Men's Interdormitory Government, and chairman of the United Nations and Washington, D. C. seminar trips . . . Bill Burchette of Havelock, N. C., Guilford's star quarterback, named honorable mention All-American. But the *Who's Who* senior is giving up sports next fall for law school at Wake Forest University . . . . . Mary Loveland of Centerville, Md., is president of the Women's Student Council, and Mary Coleman, a Dana Scholar from Randleman, is secretary. Both Marys were also selected to *Who's Who* by the student body . . . Jessica Collins of Hamlet N. C., serves double duty as editor of The *Quaker* and chairman of the Women's Judicial Board.



College students are such news worthy topics today, especially the hippies, that I'd like you to talk about some of the students groups on Guilford's campus.

Bob: We don't have any hippies here.
Bill: You don't think we do?
Bob: No.
Artie and *Mary L.*: No.

Mary L.: Bob, tell what you said you'd like to do next year.
Bob: I'd love to grow long hair down to my shoulders, wear a head band and beads — just so people would ignore me.
Keith: Ignore you!

Bob: Yes, you'd just cut yourself off. What difference does it make if Artie has long hair — because he's a human being.

Keith: He's the neatest looking one of them all. I was in Greenwich Village with Artie this fall, and naively watching the hippies and then I looked over at Art, and I had this erie feeling because he looked the same way. But he was different because I knew him and I could communicate with him. So it's getting to know the person that really counts.
Artie: I don't identify with the hippies and I don't want to be classified with them, whether I look like them or not.
Keith: Well, you weren't in my opinion.
Bill: Can I ask Artie a question? Artie, you have long hair and a mustache, and I think it looks alright, at least you're neat, not shaggy looking, but tell me why? You have a tie and a sports coat on, but tell me why do you have your hair long and grow a mustache? Because you thought it looked good or because a certain group was doing it?

Artie: Well, I suppose in a way it's a means of identification. Years ago when folk music first came out I was very



Mary Loveland: "I'd like to see the dorms open all night, with a security guard at one door, and have one basic rule: quiet hours."

fond of it, and I suppose it's a means of identification with this specific group of people, but I don't know why really. I like long hair, but I like people with short hair too. For example, if we were double dating together I wouldn't think anything about it. Yet I know there are some boys on this campus with long hair that would hestitate, and wouldn't want to have anything to do with you. And I think that that's the difference between me and some of these people.

Bob and I went to Atlanta during semester break, saw those people living in those crash pads — real hippies — living in filth. (*Bob*: We don't have anything like them on our campus) I was just completely turned off — I couldn't stand it.

Bob: The pot situation on campus has died down, I think. There are a lot who have been going up on pot—you'd be amazed who they are.

You can't associate pot and long hair. I think the dangerous thing is to think that the long hairs are the wayouts and the ones using drugs, just because they have long hair — this goes back to our provincialness.

You all seem fairly in agreement that Guilford doesn't have any hippies, but who would you consider the "student activists"? How would you define the difference between these two groups?

Bob: A hippie is going to drop out.

Artie: I don't really think a college student could be a hippie, because you know this business - "tuneing in - turning on and dropping out," that to me is what a hippie is, and by staying in college you're not doing this.

Bob: A student activist is usually one who is terribly concerned about what's happening on the campus or in the community.

Artie: Then I would be a student activist. I'm working for the government in a Greensboro community as a part-time community organizer. We work out of YES and OEO. I go into the community as often as I can and try to help organize these people. It's a very rundown neighborhood, and what I'm trying to do now is help start a community center where the people can go and sort of unite themselves.

Keith: By Bob's definition I'd be considered an activist. I'm concerned about what's happening at Guilford and I'm involved in some activities which are trying to better the college. I don't think that there's a big difference between my kind of activism and say a long-haired kind of activism. I'm concerned with organizing trips to D.C. and N.Y., to involve kids with the outside world; I'm concerned with government, trying to see that the standards of the college are maintained, and I'm trying to create some sort of unity for the men at Guilford through the government.

Bob: I'd go with Keith, I'm concerned about the Greensboro community, the relationship between administration and faculty and students; I'm concerned about up-grading the academics standards of Guilford. But at the same time I'm concerned about what's happening over in the black community.

I'm terribly interested in going to a conference on educational reform given by the National Student Association. I will say one thing, though, we don't have nearly enough student activists of any sort on this campus; we don't have nearly enough people whose scope is outside the main gate of the campus, and if it is, it doesn't go any farther than down to Ham's.

Do you feel that the "image" of Guilford has changed in the past few years?

Keith: Yes, I think the administration and faculty are trying to make Guilford the strong academic, small, intellectual community that a Quaker college should be. They want to bring it up to Swathmore and Havorford and Earlham — our sister colleges.

Bob: I think we're too easy a school to try to come up with the image we'd like to have of the intellectual community — as a matter of fact I'd be afraid to transfer into some other school.

Mary C.: I disagree with you.

Bill: I think you'd be surprised. Take for instance Carolina—their B.A. degree — I think we learn just as much.

Bob, you raised the question of whether the college has yet achieved the academic standards it would like to. Do you have any other suggestions which you feel would improve the college?

Bob: One of the stated goals of education at Guilford is "to free from provincialism and prejudice" and I don't think we do that. I think we fall far short in trying to free people from this provincialism that grips our school. We don't concentrate nearly enough on opening these people up — for example, with the barbershop—this is one of my pet peeves. We have barbershops right in the community which refuse to service our colored students; and yet at the same time our administration is doing nothing to provide this service for them. In a recent proposal by the National Student Association and the Association of American Professors, they say that the administration is obligated to provide the services for the students; and yet we don't do it.

Keith: Basically I would agree. As a political science student I think in terms



Art Washburn: "I don't identify with the hippies and I don't want to be classified with them, whether I look like them or not."

like precinct oriented, and I know that when you come to college most of us are precinct oriented. We know about our communities. I knew about Spartanburg, and that was about it—the sun rose and set around that town. The goal of a college should be to try to make students aware of the world community, and as a Quaker college, which is a part of their doctrine, to involve themselves with the world around them.

Bob: On the campus level, we're still in sad shape as far as concerts or entertainment of any cultural significance are concerned. How many have we had this year—anything at all to break us out of our provincialism?

Keith: I think that students at Guilford need to draw on the city of Greensboro more than they do. I think we can help this by putting out a calendar with things that are happening in Greensboro. Who goes to the Lyric Theater or to the Greensboro Little Theater, or Symphony? And if students were made aware that we have them and possibly could provide transportation, I think it would help.

Bob: Students are insulted to have to go to hear a classical guitarist, say. How many students went when we had the classical guitarist from the School of the Arts? Not many. The student body just isn't prepared for this sort of entertainment.

Jessica: I think you can say all you want to about having these cultural events. But where you house them has a lot to do with the response you get. I know a lot of people simply shun going to the hut, because it has a reputation of only a few people going there. It doesn't matter who you bring there — you could bring Bobby Kennedy and no one would go.

Bill: I don't think that's the real problem. The reason that people don't go to these concerts is because they have something they think is better to do. They'd rather go someplace and drink a beer.

Keith: I like to go to the concert and then go out.

Bill: You're an exceptional student, Keith! What I'm talking about is that students are lazy, not simply Guilford College students.

Bob: Another thing that illustrates your statement, Bill, is the fact that students have no idea how atrocious our bookstore is. They have no idea what a good bookstore would be like.

Bill: But what can they do?

Bob: Well, they don't know what possibilities for action are open. They don't know that there's a college bookstore committee, and that there are students on the committee.

Keith: We definitely need a student union building, a place which can be the central core for student activities — if we want a united campus we're going to have to have student activities in a central place. I think the college union has done a tremendous job this year, but it has a long way to go still.

Bob: Three organizations — legislature and men and women's government - are trying to use the same office, which does not even have a filing cabinet.

Jessica: The publications don't have enough space. You're expected to put out a yearbook in a three-foot square, which is not big enough to house one layout.

Keith: The college union has drawn up plans for rennovating and adding to the present structure, and presented them to the Board of Trustees, but action has not been taken.

Bill: A large gymnasium would be an asset to the college. When you make money from athletics you can put this to use for your school in ways besides sports. Guilford loses money because we don't have adequate facilities. You know that today Guilford College would pack a normal size gym of three or four thousand seats. Basketball doesn't cost a lot of money, and it would make the school money and pay for itself in the long run.

Jessica: I think one thing that we really need to do is establish a workable honor system. The honor system we're operating under now doesn't apply to social regulations, for all practical purposes.

Bill: You're wrong, Jessica, about the honor system. I think Guilford has as good an honor system as any school.

Keith: My philosophy is that we should have one rule at Guilford for the men—be gentlemen.

Mary L.: Why did you exclude the women from this?

Keith: I think that in our society, the mores dictate that women have to be protected, and that means that girls don't take off and walk around the campus at 4 a.m.

Mary L.: I'd like to see the dorms open all night, with a security guard at one door which would be kept unlocked. There would be one basic rule — quiet hours.

Mary C.: This business about being a lady or a gentlemen sounds nice, but we've talked about people who generally break rules. It would be nice if society



Bob Wilson: "We don't have nearly enough student activists of any sort on this campus."

could be governed by one rule, but all people aren't going to conform to this "ideal consideration state."

Jessica: All of this is nice, saying we should have only one rule for men and women, but I think that it's quite obvious that the later hours for the girls has failed, as far as I can see. Not *all* girls have accepted the responsibility, and this is where it fails. We have 11:30's now for women and this is so that those who want to stay out can come in at a later hour, on the condition that they observe quiet hours.

Keith: This one-rule business—unless we had the consensus of everyone on campus that you were going to conduct yourself in this fashion, that is you were not going to cheat, you're not going to lie, you're not going to abuse the priviliges of others in the dorms, then it would work. Not all students do. I'm talking about an idealistic kind of situation which we don't have, but we could. I think we'll have to take realistic steps to get there. We need to re-evaluate our standards and in so doing reaffirm commitments to what a college student is expected to be. The University of Virginia and Washington and Lee simply expel someone who doesn't abide by the honor system. This may be extreme, because we should consider individual liberties and rehabilitation; however, one person cannot be allowed to lower the standards of the college.

Bob: I'd like to respond to something Jessica was saying — about what you do until people are willing to accept responsibility. I'm curious as to what comes first—do you put all kinds of rules and regulations on students because they can't accept responsibility, and then say prove to us that you can, and then we'll eliminate these rules? How are students going to prove themselves if you've got all those rules?

Jessica: I would have one glimmer of hope if I knew that people would come in and try to abide by the rules that we have now, and then push for changes instead of staying out of the dorm late, bringing alcohol into the dorm, and having people that are supposed to be student leaders cover for these others. I question why we restrict our honor system simply to the academic world. People are more willing to say "it's wrong to cheat on a test, and I won't cover for you", but "come on up to the room and bring the booze - I'm not going to turn you in." What makes it right in one situation to turn a person in and wrong in the other? It hurts in a different way to have disruptive people on your hall - so that you can't study or sleep.

Do you feel that students are given sufficient freedom and responsibility to take action on some of these problems which you have mentioned?

Keith: Students don't come here to run the college, and I think the administration is very open-minded in giving us as much voice as they have. I think they're willing to listen to us when we speak.

Bob: I think it's sad that we're *given* rights by the administration and we're permitted to work only within the framework. I think we need to do some investigation as to where students' rights begin. What do students have to say about their educational, social experience? The drinking, the cafeteria, whether you have to live on campus — these are some areas where we should have more say than we do. I think that we should have a student union, not a social one, so that when things are going badly, something constructive can be done.

Mary C.: I think you've got a valid point, Bob. But I think until this year, students haven't felt the responsibility to do anything outside their own personal little world. I think you could have offered nearly all the students on the campus an opportunity to be on the Educational Policies Committee or Student Affairs Committee and most wouldn't give a happy.

Mary L.: You still have to beg people to help.

Bill: You have to remember that students are only going to be at a college for four years. They want to do their classwork and get through the best they can; they don't want to become involved. Outside of their school work, they don't want to work.

Bob: If you don't develop a caring attitude about society while you are in school then you will go on not caring and what has your education accomplished?

Bill: I care about Guilford College!

Bob: But there're so many that don't and they're going to move into a job in the same situation. You know, "why should I care what's happening in my job, why should I care if the guy next door is getting a bad break?"

Mary C.: Don't you think this responsibility idea is what the students and administration need to work for?

Keith: Don't you think this added voice we have, by being on faculty committees, by letting us have a Men's Government that says something, don't you think that



Bill Burchette: "You're going to get out of Guilford just what you put into it."

gives us some kind of responsibility, not just to the trustees and to the college, but as individuals—doesn't that make us responsible for acting?

Mary C.: It certainly does, but nine out of ten students don't feel this responsibility.

Bob: Most of them don't have any idea what's going on; they don't have any idea that there are students on faculty-administrative committees.

Mary C.: Nor do they care, for it's like Bill said, they come to Guilford to get an education, to get a job, to make money.

Bob: And they really don't care what kind of an education they get.

Bill: They want the degree, and they don't care how they get the degree.

Keith: Society dictates that you go to college—your parents expect you to, and you want to make a good living. But in addition to these pressures, would you be satisfied personally without an education?

Bob: Something you said about the long-hairs. No matter how much you want to knock them, I have heard more of them get excited about a classroom experience, get excited about a course, than I have from the other students around here. They're really thrilled. They'll say "I want to take that course, because someone said she's really a good teacher, who'll open you up."

Keith: You might hear it more with the long hairs, but who's to say that somebody who conforms to the norm doesn't feel these same things. I do, and my friends do. I don't say we've got enough of them at Guilford, and there are some we all know — students who sign up for courses just because they are easy. But I know a lot of students who take courses because of the value of the course and because of the excellence of the professor.

Bill: You're right, Keith, and you, too Bob, but there are a lot of students who sign up for courses just because they're guarranted a C. Most of the people that I know, and I'm sorry to say this, are that way; and I'm not going to say that I haven't done the same thing in certain cases. But I can honestly say that I've never taken a course that I didn't think could help me in what I want to do.

In the light of some of the comments you all have made, would you be willing to compare Guilford with other colleges in North Carolina?

Mary C.: With private schools, very high.

Bob: Don't you think it's time we started ranking Guilford with other schools in the nation?

Jessica: I think it would be very hard to rank Guilford *per se* in the nation. I think you should evaluate your departments — some of Guilford's departments rank just as high as any college's in this state.

Keith: Well, what are the best departments?

Bill: I'd say economics is our best.

Jessica: I'd say history and political science. But, getting back to the original statement — you can't rate Guilford as a top school when you preregistered last spring and are told "I think it's fine you're going to be in social science secondary education, but right now Guilford's on probation and if we stay where we are now you won't be certified."

Mary L.: You can sit in those education courses and not do a thing and be given an A.

Bill: The science departments just don't have the facilities of state supported schools. Anybody can read a book, but you've got to show these students what is happening in chemistry and physics. I don't know about the biology department as such, but I'll say my contact with the chemistry and physics department is just ridiculous. All the student is doing is reading out of a book; he doesn't get any practical knowledge of what is happening. Let's face it, they don't have the facilities—the laboratories.

Bob: Well, then how do you explain the fact that several years ago in the biology department all the majors went to graduate school, with the exception of two who went to medical school?

Bill: But do you say that our facilities are good? This is a question that is being asked all over the United States — do the small liberal arts colleges have the money to operate labs? to teach nuclear physics? They can teach only basic physics, like a high school physics course should be taught.

Bob: Well, I think we can equip people to go on to graduate school, and at the same time we're developing some humaness in them, providing students with a good liberal arts education.

You all seem to take pride in the fact that you're receiving your education at Guilford, despite the criticisms you have made. Do you think alumni have this same pride and interest in the college?

Bob: What do you think about the association between alumni and the campus? Do they really care?

Bill: They're interested in athletics, of course.

Mary C.: From what I've seen of alumni, I'd say most aren't bothered about anything on campus, they just go away and forget it.

Keith: Well, I hope to be able to be an active alumni. Now I know that sounds cheezy, but I think it's part of coming to college.

Bob: Well, if they are they'll come through with some coins. Guilford's in financial difficulty and needs money.

Bill: I don't think Guilford College is in any sort of financial difficulty.

Bob, Jessica, and Mary C.: Yes they are.

Bill: There're a lot of people who have given money.

Keith: The endowment looks better on paper, especially to a lot of parents, than it actuably is.

Bill: I don't want to gloat or anything, but I've already given a certain percentage of my life insurance policy to the college, and I think that's what every student should do.

Do you all feel that you really owe something to Guilford College?

Bob: I personally do. In fact, I think I'd like to come back here and teach after I have enough experience to be of some use to the school; and secondly, I would be in the same boat as you Bill, about giving as much money as I could. Over vacation I tried to get as many high school students to come to Guilford as I could. I went to five different schools talking to students. Guilford has done so much in changing my personality and viewpoints and equipping me for my role in the community. I think a lot of this has been the result of the interaction with faculty and students. A lot of faculty members I consider personal friends. You just wouldn't get this in a big school.

Bill: I think I owe Guilford College something. I haven't paid much money - it costs me about seventy-five dollars a year. I owe them something for giving me the opportunity to play sports — just the fun that I've had here at Guilford College, and the education. The education might even be secondary to the people I've met, the experiences I've had. I wouldn't trade those for anything.

Keith: I think we also owe the college something now. We owe the student body to be as active as we possibly can; we have a responsibility right now to try to change them — to make them more aware and more active just as the administration has changed the faculty, and has tried to give Guilford a new image. And clearly this is what Dr. Hobbs is trying to do — to create a new Guilford image, to move on to better things, particularly in academics. They are going to miss the boat if they don't try to bring

Mary Coleman: "All people aren't going to conform to this 'ideal consideration state."

the student body, the athletic program, and the student activity program along with building faculty and academics.

There's one group on the Guilford campus which you haven't mentioned—the faculty. What qualities do you look for in your professor?

Bill: I think the faculty is underpaid. We're not going to get good professors if we don't pay them.

Artie: I think an ideal professor would be one that thought young. There are so many professors that don't know what's going on at all.

Jessica: The ideal professor to me is one who comes to class prepared and is able to conduct a good class discussion with participation and lecture. And he has time to spend after class if you need extra help.

Bob: How can a professor have time after class, when he's got four new preparations per semester? I know some instructors are doing outside work because of pay, as you mentioned before. So how can you expect them to have too much time, especially when they have forty in a class.

Jessica: I realize this, but there are some on campus who do and they're good and most students recognize this, and appreciate it.

Mary L.: Yes, I know quite a few teachers who as soon as you walk in just stop. You know they're busy, but they always make time.

Mary C.: Its also nice when the professor lets you know exactly what he wants from you the whole semester and gives you an outline rather than coming in and lecturing on half a topic one day and then skipping to something else. Also, an overall survey at the beginning of the course, so you know what is expected, is helpful.

Bob: I would disagree with that. I think an ideal professor would give you flexibility in a course.

Mary L.: I don't like it either when a professor just sticks with the book. They should bring in outside resources. I do think another thing is good about the faculty — more are helping with your independent studies. There are about four students working with one professor this semester, in just one literature course and they're taking different fields of interest — one's concentrating on Russian lit.

Keith: What I really appreciate from a professor is constructive criticism after a test or a paper. Like we have a couple of professors who'll write almost as much as you did on your paper, and you really know where to go next time.

Do you think professors in general are fair in their grading?

Artie: Yes, I think that students tend to evaluate their work too high, and expect they'll get an A on it. I know one boy claimed he wrote an A paper and got a D- on it.

Bill: I've had the same thing happen....

Mary C.: I think there may be a tendency to classify students too early. Say you're John Jones and word gets around that John Jones is a bright student.

Jessica: Classification is hard to avoid when each professor is given a list of everyone's Q.P. average. It doesn't make any difference to some professors, but others classify you, and you'll never get above that — no matter if you just had a bad semester or have now decided to settle down and study.

Bill: I want a teacher that is friendly—that isn't a cut and dried sort of person. He comes in and associates himself with the class — he calls you by your first name — he's humorous at times, but not all the time; he doesn't have to be a joke man. He doesn't get up and recite verbatim his notes that he had in his days in college. Now that's the kind of professor that I want — and we have a couple on our campus that I think are this way; but we have quite a few who are not.

Mary C.: That goes back to Artie's point about a professor who thinks young.

Mary L.: I like to see professors involved in student activities.

Artie: Yes, and socially, professors who'll go to a party where students are.

Bob: That brings up a point that bothers me. The idea that faculty and students aren't supposed to drink together.

Bill: I don't think this is necessarily just our school. You find, especially in high school, that teachers are just ostracized as far as drinking is concerned — they're not supposed to be normal people. But I think we should realize that they are just as human as we are. They are just like we are today. College students go out and drink — they are the ones that are going to be the teachers of tomorrow — and just because they're teachers doesn't mean they have to quit socializing with people.

Bob: That's one thing about a small school, I think a lot of the faculty members come here so they can have these interpersonal relationships with the students and other faculty. And if students are aware of this and want this they can develop these close relationships outside of the classroom situation.

Bill: I agree. Let's face it — you're going to get out of Guilford just what you put into it.





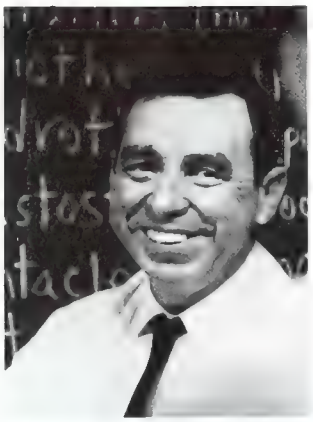
Keith Parks: We need to re-evaluate our standards and reaffirm commitments to what a college student is expected to be.



Jessica Collins: "Classification is hard to avoid when each professor is given a list of everyone's Q.P. average."

ON CAMPUS

Enriching Summer School



Dr. Robert R. Bryden, chairman of the biology department, officially assumes a new role June 10, when Guilford summer school begins. Named director of the summer session in January, Dr. Bryden is already at work formulating plans to hake summer classes enriching rather than remedial.

SUMMER SCHOLARS

Two special programs have been slated to give high school students a foretaste of college life. The summer scholars program, begun for the first time last year, will be expanded in number and scope of students. Last year the program was limited to thirteen seniors from Greensboro city high schools. Dr. Bryden plans to increase the number of students, recruiting both junior and senior applicants from both city and county schools in Greensboro and High Point, with special emphasis being placed on William Penn in High Point, a Negro high school which will not be in use after this academic year.

The summer scholars will be recruited with the help of high school guidance counselors, Dr. Bryden said, the only requirement being the incentive to do college work. The students will each choose two courses from a list of seven — American literature, mathematics, philosophy, religion, sociology, economics and political science. They receive a full tuition scholarship, paying only registration and activity fees. The courses may be applied to graduation at Guilford or other colleges, Dr. Bryden said.

QUAKER TEENAGERS

Dr. Bryden is also working with Charles Hendricks, special assistant to Dr. Hobbs, in instituting a summer program for high school students who belong to the Society of Friends. The Quaker students will be invited to spend several days on the Guilford campus, getting a "pre-orientation" to college life. They will live in the dormitories, attend classes, and meet with professors and admissions officers.

The college students have not been neglected in Dr. Bryden's plans for the nine-week summer school. Dr. Bryden said the program had been enriched by insuring that scheduled courses will be offered regardless of class size. Previously, Dr. Bryden said, unless twelve students were registered for a class the course could not be given. An added incentive to summer school attendance will be a full program of planned social activities and sports, under the direction of Cliff Lowery, director of student activities.

Guilford's summer school will last from June 10 through August 8, with graduation exercises Sunday, August 11. Morning classes will be held on the main campus and evening classes on the downtown campus.

First Development Council

The Guilford College Board of Trustees at their first quarterly meeting of the new year concentrated on total development plans for the college. The go-ahead was given to the administration on Jan. 27, to initiate action on two proposals under consideration for more than a year — Guilford's first Development Council and Board of Visitors.

Director of Development, Alvin Wheeler, said the Development Council would be a "working body of interested friends and alumni whose job will be to inform and cultivate all parts of the college's constituencies and establish and strengthen fund raising programs."

The 29-member council will undergird Guilford's educational policies by developing adequate means for meeting long-term budgetary needs, Mr. Wheeler said. Among the members of the council will be the top administrators of the college, officers of the alumni association, chairmen of fund raising campaigns and five members selected at large.

The second proposal approved by the trustees called for the creation of a Board of Visitors. President Grimsley Hobbs said the Board of Visitors would "help interpret Guilford College, its programs and objectives, and advise with the administration and trustees to aid the present and future programs of the college."

Dr. Hobbs said the Board would serve as "opinion molders and interpreters of the college to individuals and specific groups."

Members of the Board of Visitors will include the 35 persons on the Greensboro Advisory Board to Guilford College, but will be enlarged to a membership projected at more than 100. Individuals from a wide geographic area with the position and expertise to advise the college and evaluate its programs will be asked to serve on the Board of Visitors.

COACH STEWART RESIGNS

Dr. Herb Appenzeller announced in January that after six years of coaching the Guilford Quakers head football coach John Stewart was resigning to accept a position with furniture hardware distributors, Ragan Carmichael, Inc., of High Point.

The teams Stewart coached compiled a record of 23-25-1, the most successful in Guilford's history. Named Carolinas Conference Coach of the Year in 1963, Stewart led his teams to second place in both 1964 and 1965.

A native of Flint, Mich., Stewart has been coaching North Carolina teams for eighteen years. After graduation from the University of North Carolina at Chapel Hill, he coached at Evergreen, Whiteville and Garner high schools before coming to Guilford as assistant coach in 1962.

Dr. Herb Appenzeller, director of athletics, in making the announcement of Stewart's resignation said, that he "considered John to be one of the finest coaches in the country. He did an outstanding job of bringing Guilford into competitive football and has always been a credit to the game and to us with his high ideals and sense of sportsmanship."

NEWS OF FACULTY

Dr. Fred I. Courtney, business management professor, was one of eight discussion leaders in an institute on "Personal Work Problems of the Chief Executive." The institute held February 14, on the campus of the University of North Carolina at Greensboro attracted executives from throughout the state.

Rufus White, a member of the Board of Trustees, was promoted to president and chief administrative officer of Pilot Life Insurance Co. in February. Mr. White succeeded O. F. Stafford, president for twenty-two years, who was elevated to chairman of the board.

William Ernest Fulcher, assistant professor of natural science, has been awarded a $9,000 National Science Foundation Fellowship. Mr. Fulcher will use the grant for a year of advanced study and research toward his doctoral degree in botany at the University of North Carolina at Chapel Hill. Faculty fellowships are awarded to experienced college and university science teachers with the exception that the increased competence gained from the fellowship experience will enable the fellow to contribute more effectively to the training and motivation of science students.

Charlie Hendricks, special assistant to the president, was honored by the North Carolina Association of Collegiate Registrars and Admissions Officers at their November meeting. Mr. Hendericks was presented a citation "in recognition and appreciation of unselfish service to his institution and to the cause of higher education in North Carolina."

Mrs. Treva Mathis, associate director of libraries, was named to the Membership Committee of the North Carolina Library Association, which will hold its first executive session of the year, March 23, at Sand Hills Community College. Mrs. Mathis's duties will include promoting individual and institutional memberships in the 2,000-member association and contributing to the "N.C. Libraries" issue on membership.

Dr. Lewis Aiken, Dana Professor of psychology, has been appointed to the Board of Cooperating Editors of *Educational and Psychological Measurement.* His paper on "Effects on Test Score Variance of Differential Weighting of Item Response" was recently published in *Psychological Reports.*

Mrs. Janet C. Speas, instructor of English, has been promoted to assistant professor.

Mrs. Elizabeth D. Keiser, instructor in English has been promoted to assistant professor.

Melvin R. Keiser, instructor in religion, has been promoted to assistant professor.

James B. Gutsell, assistant professor of English, has been promoted to associate professor and named chairman of the English department.

Josephine L. Moore, associate professor of history has been promoted to full professor.

Dr. Paul E. Zopf, Jr., associate professor of sociology, has been promoted to full professor.

Dr. Fred I. Courtney, professor of business management, has been named chairman of the newly created department of business management.

Dr. Jerry Goddard, acting academic dean, has been named executive dean of the college.

Dr. William C. Burris, associate professor of political science, has been named academic dean.

Answers to the Admissions Game

Glenn: Accepted. He is a well-rounded student who will also be an asset in athletics.

Beth: Accepted. Although Beth's math score was weak her verbal score which showed potential for achievement at a liberal arts college justified the risk.

John: Placed on the waiting list with a request for next semester's grades.

Joan: Rejected. The admissions committee felt that it would be an injustice to Joan to accept her when she probably could not do college level work at Guilford.

Karen: Accepted enthusiastically. Recommended for scholarship, depending on amount of financial need.

Michael: Accepted on Early Admissions Program, and awarded a Freshman Select Scholarship.

Marsha: Awaiting evaluation from Upward Bound Director and her six weeks grades of the second semester of her senior year.

CLASS NOTES



'28

BYRON HAWORTH, judge of the High Point Municipal Court, is a candidate for a district judgeship in the Democratic primary and the general election in November of this year. He is a graduate of Duke University Law School; practiced law in High Point as the senior member of the law firm of Haworth, Haworth and Walker; served as judge of the High Point Municipal Court for twelve consecutive years; served as a member of the North Carolina House of Representatives; was the first president of the North Carolina Association of District, County and Municipal Judges; and is now a member of the board of directors of the North American Judges Association.

'29

FRANCIS OSBORNE GUST is currently serving as Assistant Director of the Continued Education Service for the School of Public Health with the University of North Carolina at Chapel Hill.

'32

WILBERT L. BRAXTON has accepted the position as Headmaster-Designate of the William Penn Charter School in Philadelphia. He has been a member of the Penn Charter faculty for twenty years, chairman of the science department, and for the past six years, second in administrative responsibility as Assistant Headmaster. He will begin his new duties in June.

JEAN D. COCHRAN's article, "Forming the Library Habit" was published in the January, 1968, issue of the American Library Association *Bulletin*. Miss Cochran is director of the Augusta-Richmond County Library in Augusta, Ga.

'35

CHARLES A. MACKENZIE, professor in the chemistry department of the University of Southwestern Louisiana, has had the third edition of his textbook, *Experimental Organic Chemistry,* published by Prentice-Hall.

'36

MRS. MARY BRYANT GARD was awarded the M.A. degree with a concentration in English on August 20, from Old Dominion College.

'37

J. ADDISON HILL, vice president and comptroller of the manufacturing division of Kayser-Roth Hosiery C., Inc., was appointed a member of the Campbell College board of trustees at its recent midwinter session. Mr. Hill, a native of Jamestown, attended Guilford and received a degree from High Point, doing graduate study at the University of North Carolina at Chapel Hill. He helped to organize the Greensboro chapter of the National Association for Accountants, and has been an active member of the Kiwanis Club for twenty years.

'38

NORMAN BENNET BOYLES and **CATHERINE RETTEW BOYLES** '39, Life Masters by the American Contract Bridge League, teach bridge and direct duplicate tournaments. Catherine has completed work for her Master of Education degree with certification in Guidance at the University of North Carolina at Greensboro, and is serving as the guidance counselor at Claxton School in Greensboro. Norman, a real estate broker, owns and operates Norman Boyles Realty Company.

'40

JAMES R. HENDRICKS, associate professor of paracytology at the University of North Carolina at Chapel Hill, was elected president of the Elisha Mitchell Scientific Society which has its headquarters in Chapel Hill.

'41

BOB REGISTER was one of the *Greensboro Record's* North Carolina Press Association first place winners. Register, a Greensboro native, joined the *Daily News* staff as a reporter after graduating from Guilford. He returned after the war and has been a reporter for the *Record* ever since. In 1952 he was named assistant city editor; in 1953, he became city editor, and in 1966, was named associate editor.

'43

MRS. RUTH LOCKWOOD PEASER and children live at 8413 E. Rosewood Lane, Scottsdale, Ariz., where she is a substitute music teacher for the school system.

'49

CARTER I. PIKE, of Alamance County is the principal of New Market School.

LON DEAN VANCE was awarded the M.A. degree with a concentration in English on August 20, from Old Dominion College.

'52

REV. W. C. PORTER, III, and his family recently moved to Rose Hill where he assumed the duties as pastor of the Mt. Zion Presbyterian Church. He received his E.D. degree from Austin Theological Seminary in 1957. He and his wife, the former Jane Rogers, have two children.



Student "rebellion" was settled easily in the days of New Garden Boarding School. During the War between the States several boys bought military caps and began wearing them to school. Mary Jane Bundy, the matron of New Garden, offered each offender a cake for his headgear, and by the time of this 1886 photograph all military caps had disappeared. (from Guilford: *A Quaker College, by Dorothy G. Thorne)*

Municipal-County Court Judge **HERMAN G. ENOCH, JR.,** of Greensboro is a candidate for the Democratic nomination for one of the six district judgeships in Guilford County. He practiced law for five years and was solicitor of Municipal-County Court for a year before he was appointed senior judge of the court in 1962. In 1964, he established the first youth court in North Carolina in which teen-age jurors hear the evidence in cases involving youthful offenders and make recommendations as to the punishment.

J. BENJAMIN MILES is a candidate for one of the six judicial offices of the newly created District Court of the eighteenth judicial district, subject to the Democratic primary. Judge Miles, a 37-year-old native of Guilford County, was engaged in private law practice in Greensboro from 1958 to 1962 when he was appointed Judge of the Municipal County Court of Guilford County. He is a member of the Greensboro Bar Association, the North Carolina State Bar, the 18th District Bar Association, the North Carolina District and Municipal Judges Association, and the National Association of Municipal Judges. He is married to the former Daphne Rees, and they have two children.

'55

A. LINCOLN SHERK, an insurance adjustor for the Maryland Casulty Co., is seeking the Republican nomination for one of the five district judgeships to be created in December by the state court reform. He received his law degree from Wake Forest University School of Law in 1962; is on the board of directors of the Patterson Avenue YMCA, a member of the American Judicature Society, the American Society of International Law, Phi Delta Phi legal fraternity, and a life member of the American Forestry Association. He and his wife and their three children live at 752 Austin Lane in Winston-Salem.

PHYLLIS LOUVINIA REDMAN and Robert Stribling Nanney were wed Dec. 17, in Greensboro. They live at 2423 Vale Avenue. He is associated with Belk's Store Services and she teaches at Smith Junior High School.

'56

JAMES E. MIMS of Greensboro was recently named assistant vice president by the board of North Carolina National Bank. He joined the bank staff in 1967 after experience in real estate and in industry.

H. PAGE LEE received the Doctor of Theology degree from the Southern Baptist Theological Seminary in Louisville, Kentucky on January 24.

'57

ROYCE N. ANGEL, division public relations manager for Southern Bell Telephone, was named Outstanding Young Man of 1967 by the Charlotte and Mecklenburg Jaycees. He was chosen primarily for his work on the Chamber of Commerce Fire Prevention Committee, through which he initiated the industrial fire brigade program implemented by fifteen firms. He and his wife have three children and live at 1111 Eastview Drive in Charlotte.

'58

WILLIAM B. WALLACE recently was appointed a medical sales representative for Eaton Laboratories Division of the Norwich Pharmacal Company, and has completed a basic course in pharmacuitical sales in Norwich, N. Y. He and his wife have three sons and live at 30 Strawbridge Avenue, Westmont, N.J.

JOHN W. COLEMAN, JR., a native of Greensboro, was recently promoted from assistant cashier to assistant vice president with Wachovia Bank and Trust Company. He joined the staff in 1958 as an adjustor in the High Point time payment department, transferring to Greensboro to serve as manager of the North Greene St. office in 1960, and later manager of the Golden Gate office. He assumed his present position as manager of the Lee St. office in 1962 and elected assistant cashier in 1965.

MIRANDA PHIPPS GODWIN and Robert Arthur Lotz were wed in September.

JAMES E. CLARK is now assistant secretary of the Federal Loan Bank of Greensboro. Before his promotion he was executive assistant in the bank's member and public relations department. He joined the bank in 1961, after serving as a captain in the United States Marine Corps. In his new position, he will administer the member and public relations activities of the Greensboro bank.

ROBERT L. TUDOR of Greensboro established Triad Interiors in Rural Hall in November. Triad Interiors, Inc. was set up as acoustical ceiling contractors with Robert Tudor as president and general manager until August when **FRANK G. (PETEY) SPENCER, JR.,** left a job with General Electric in New York and returned to his hometown to accept the post of sales manager with Traid Interiors. Tudor lives at 605 Down-

ing Road with his wife and two children, and Spencer lives at 2519-B Miller Park Circle, Winston-Salem with his wife and three-year-old son.

'59

CHARLES P. JONES is now assistant vice president at the Federal Home Loan Bank of Greensboro. Jones, who formerly held the position of comptroller, has been with the bank since 1958. His new responsibilities will be in planning, installing, and supervising the bank's new data processing system. He is working toward his Masters at the University of North Carolina at Greensboro.

EDWIN B. CARROLL'S family gained a new son, Alan, July 7, 1967. The family lives at Route 1, Box 39, Guilford, N.C. They have a daughter, Elizabeth.

DORA (SMITH) and Charlie **SNOW,** member-workers of the Friends Meeting, have a new daughter, Carla. They are making their home at Route 1, East Bend, N. C.

'60

MILLS ARNOLD received his Master of Science in Education from the University of Richmond Graduate School in August.

ASHLEY DOANE GAINEY and Melisia Gray Wallace were married July 31, in Pinetown. They live in Goldsboro where she is a teacher and he is employed by the N.C. State Department of Motor Vehicles.

JOHNNY HAYNES was promoted to head basketball coach at North Surry. He lives at 504 Rockford St., Mount Airy with his family.

'61

JAMES HAMILTON RICHEY and Pearl Sue Flinchum were married November 11, in Walnut Cove. They live at 1304 Academy Street in Winston-Salem, where he is section chief for Western Electric and she is a secretary at Western Electric Co.

HERB SHERWIN, JR. of Greensboro is part-owner and manager of the Sherwin Seed and Feed Co. in Greensboro. He and his wife, Katherine, live in the Lynwood division.

WILLIAM J. BREWER, formerly a Unit Manager in Pilot's Greensboro General Agency, is now the General Agent for the Company in Greenville, S.C. He joined the home office staff in 1960 in the Policyholder's Service Department, later transferring to the Agency Department as assistant. He became a special representative in the Greensboro Agency in 1965, and was promoted to Unit Manager in 1967. He has been awarded the designation of Chartered Life Underwriter by the American College of Life Underwriters; has served as a member of the Greensboro Association of Life Underwriters, Piedmont Health Underwriters, and the Central Carolina C.L.U. Chapter. He and his wife have two children.

JAMES KENNETH TOOMES and Mary Elizabeth Scott were married December 31, in Greensboro. They are living at 3358 Lake Shore Blvd. in Jacksonville, Fla. where he is employed as a sales representative for Reynolds and Reynolds.

DOUGLAS PURNELL CONNOR is now practicing law at 112 North Center St., Mt. Olive, N. C.

C. RONALD NEASE, a Greensboro native and mortgage loan supervisor of Wachovia Bank and Trust Company, has been promoted to vice president. Nease joined Wachovia in 1963, in the mortgage loan department and has served as assistant secretary and assistant manager. He is a member of the Homebuilders Association, the Society of Real Estate Appraisers, the Board of Realtors, and has worked with the Federal Housing Administration as an appraiser.

Captain JOHN F. McCURRY recently received the United States Air Force Commendation Medal at Moody A.F.B., Georgia. He was cited for his outstanding professional ability, leadership and devotion to duty. He is currently a student pilot at Moody.

PETER M. GWIN of Pitman, N.J. was one of 23 trainees who were graduated recently from a VISTA training program at the Westinghouse Training Center in Atlanta, Ga. As a Volunteer in Service to America, Gwin, 25, will spend one year working in Atlanta with the Economic Opportunity of Atlanta which offers counseling services to families in the area and directs needy residents to social agencies that can help them. From 1964 until he joined VISTA, Gwin was in the Army.

BART A. STREB, III has been made manager of the Durham office of Cameron-Brown Co., the largest mortgage banking firm in the Southeast. Prior to coming with Cameron-Brown, he was in the real estate and savings and loan business. He won the Greensboro Jaycees' Key Man award in 1963; is a member of the Raleigh Lions Club; is an associate member of the Jacksonville, Durham and Kinston Home Builders Association.

'62

MR. and **MRS. WILLIAM A. HARRIS (BILL** and **FRAN** '64) became the proud parents of a daughter, Judith Louise, on December 30. Their address is Mt. Rushmore, Keystone, S. D., 57751.

JAMES CHILDRESS of White Plains, N.Y., helped to host two world gatherings of Quakers on the Guilford College campus in August. He is a Kent fellow working on his Ph.D. at Yale University Graduate School. His doctoral dissertation is on the use of civil disobedience by Quakers and other young people today.

'63

MRS. PEGGY LEGETTE HILL has joined the sales staff of Ferrell Realty Co. in the Wachovia Building in Winston-Salem. She obtained her salesman's license by passing the North Carolina Real Estate Licensing Board Exam and specializes in residential properties. She has two children and they live at 220 Sherwood Forest Rd.

C. DON MAYNARD of Duplan Corp. is supervisor of quality control for the company's new throwing plant in Cleveland, Tenn. He has been a technician in the quality control department in Winston-Salem for six years, after first serving as an industrial engineering trainee. He is a senior member of the American Society of Quality Control. Both he and his wife, the former Judy Davis, are Winston-Salem natives. The family lives at 2163 Bethabara Road and will join him in Cleveland shortly.

Seaman **WALTER PERCY LINEBERRY, JR.** and Lola Jean Gray were married Feb. 4. They live at 512 University Drive. He is assigned by the Navy to a ship based in Norfolk, Va.

MARGARET SEYMOUR of Goldsboro taught for a year at Seoul Elementary School under the Department of Education's Overseas Training Program, and attended a six-weeks international summer school in Tokyo, Japan, specializing in math and science. The Tokyo school was sponsored by the University of Hawaii and catered to teachers from the East. After she finishes her second year in Korea, she would like to teach in the Neatherlands.

ERNEST MONROE PASCAL, JR. and Katherine Engle Wimbish were married Nov. 18, in Greensboro. They are living in Greensboro where she is employed by North Carolina National Bank and he is employed by the Jefferson Standard Life Insurance Co.

BARBARA JANE ANDREW and Don Whitfield Austin were married Dec. 17, in Greensboro. They live at 932 Hill St., Latham Park Apts. She is secretary-receptionist for Atlantic Engineering Co., and he is a junior at Guilford and employed part-time by Sears Catalog Order Plant.

THOMAS E. KITZMILLER and Annabel Ruth McKinnon were married Aug. 6, in Laurinburg. They live in Greensboro.

CAROL SUE MACKENZIE and Chester Neal Tate were married Dec. 30, in New Orleans. They live at 7815 Hampson St., New Orleans where she is a social worker for Touro Infirmary and he is studying for his Ph.D in political science at Tulane University.

STEPHEN D. ROYAL is now assistant vice president with Wachovia Bank and Trust Company. He joined Wachovia in 1963 as a management trainee and since then has served as a customer manager, operations manager, and assistant cashier.

'64

BARBARA ANN RIVENBARK and Edward James Slane, Jr. were wed Nov. 11, in Miami. They live at 3842 N.E. 171st St., North Miami Beach, Fla. He is employed as a pilot with Eastern Air Lines and she is a stewardess.

JOHN W. DAVIS, III is now a registered representative with Reynolds and Co., after completing a training program which included four months with the firm's New York headquarters on Wall Street. He was an IBM salesman in Greensboro before joining Reynolds and Co. He and his wife, Terrie, who is a high school teacher, live at 356 Pennsylvania Avenue, Winston-Salem.

LT. CLIFFORD GORDON BROWN, III and Joan Reinhalter were married Dec. 16, in Long Beach, Calif. They live at 4100 E. Broadway in Long Beach where she teaches school and he is serving abroad the U.S.S. Bennington.

MR. and **MRS. ROBERT HINTON FESMIRE** were married November 25, in Barrington, and are living at 1960 Lincoln Park West, Apt. 2701. She is employed by Northern Trust Co. and he is employed by Union Camp Corp. as a sales representative in Chicago.

WILLIAM CLARK WOMACK and Toni Yvonne Holland were married in Greensboro on Aug. 3. They live at 1207 Whilden Place, Greensboro where he is employed with the Odell Hardware Company.

BRUCE BERNIE BRADLEY and Marilou Martin were married Dec.17, in Winston-Salem and are living at Bridal Path Lane, Route 2. He is employed by R. J. Reynolds Tobacco Co. and she teaches at Southwest High School.

R.E. MORRIS of Charlotte was named district traffic manager of Southern Bell Telephone Co. for the Winston-Salem district. Formerly he held the position of district traffic manager for Charlotte in 1966.

REBECCA ANN BALLARD and Kenneth Wayne Green were married Oct. 28, in Greensboro. They are living in Charlotte where she is employed as a dental assistant and he is a market manager for Park and Shop Supermarkets.

DIANA LEE HULIN and Phillip A. Callicutt were married Dec. 19 in Greensboro. They are making their home at 427 Cobun Avenue, Morgantown, W. Va., where he is currently completing work for his Masters at West Virginia University while serving as head football trainee and she is majoring in art.

MILTON BERL CROTTS graduated from Wake Forest Law School, receiving the Juris Doctor degree in June, 1967; passed the North Carolina State Bar examination in August; and has accepted a commission as a Lieutenant J. G. in the United States Navy. He will be serving in the Pearl Harbor area with the Fourteenth Naval District beginning in June of this year. He is currently serving in the "Judge Advocates General Corp" of the Navy and lives at 1314 Salisbury Rd., Winston-Salem.

'65

HENRY M. WATTS, a Winston-Salem native, has joined the Greensboro staff of Stockton, White and Company, a statewide mortgage banking firm. He was an underwriter for Jefferson Standard Life Insurance Co., and in a sales and market research capacity for Coca-Cola. He is married to the former Janet Cates of Greensboro, and they have one daughter.

NOLAN RICHARD COMBS and Ruby Durham Hudson were married Nov. 26, in Greensboro. They live at 3802 Groometown Rd. He is production manager of Carolina Fabric Label Corp.

MARY KAY HACKNEY and William Thomas Herring Duncan were wed Nov. 26, in Greensboro. They live at 3204 Belvedere Rd., Columbia, S. C., where he is with H. H. Mask, business consultant firm.

HENRY COVINGTON KENDALL and Joan Saxton Lawrence were married Nov. 26, in Birmingham, Ala. They live at 2118 Carroll Drive in Raleigh where he is employed as a salesman for Dayco Corp.

JOHN ANTHONY SHAFFNER and Barbara Black were married Nov. 26, in Wilmington, N. C. They live at 1855 S. Hawthorne Rd., Winston-Salem where he is a management trainee for F.W. Woolworth Co. and she teaches at Forest Park Elementary School.

HENRY W. MIXIN, III of Goldsboro, N. C., has been commissioned a second lieutenant in the Air Force upon graduation from Officer Training School at Lackland A.F.B., Texas. He is now assigned to Fuchu Air Station, Japan, for duty as an administrative officer.

MRS. ROBERT H. CONNAMACHER (MARTHA SCOTT) and her husband Bob make 7046 Monticello St., Pittsburg, Pa. their home. In February, Bob began teaching pharmacology and doing research at the University of Pittsburg. Martha is working on her doctorate in physical chemistry, studying the lattice vibrations of hydride crystals. Both are members of the local American Friends Service Committee and have recently visited the sister committee in Toronto, Canada. This past summer they attended the Seventh International Congress of Bio-chemistry held in Tokyo, Japan.

'66

JEFFERY CRAIG INMAN of Greensboro, Eastern Airlines Flight Officer, is based in Atlanta.

JUDITH MARION CONNOR and William Francis Smith, Jr. were married November 24, in Lansdown, Pa. They live at 200 E. James St., Mt. Olive, N. C., where he is a high school chemistry teacher. Mrs. Smith teaches in Goldsboro.

VERNON GRAY BENBOW recently opened a new business, located ten miles south of Key Largo, Florida at Tavernier. He is part-owner and secretary-treasurer of Key Sports and Hobby Center, Inc. The store carries a full line of sporting goods and materials for all types of hobbies.

RODNEY EARL YOUNG and Patricia Glidewell were wed January 6, in Greensboro. They live at 202-C Ashland Drive in Greensboro where he is employed as a research chemist with Burlington Industries and she is assistant to the director of admissions at Greensboro College.

LARRY FONROE HUNTER and Linda Dianne Coleman were married November 23, in Concord. They are living on South Elm St. extension while he is employed by Blue Bell, Inc. and she is attending the North Carolina School of Automation.

DONALD PITTARD McCURDY and Patricia Ann Goodnight were married July 7, in Siler City. They live in New Orleans where he is on active Navy duty and continuing his studies.

ANDREW V. BROWN of Murfreesboro is now a member of the executive staff at Superior Filterglass in Murfreesboro. He is vice president and general sales manager of the company. He is assisting as a volunteer therapy worker with retared children at the new Roanoke-Chowan Mental Health Clinic in Ashokie.

'67

DICK RANKIN, who played guard and tackle for four years on Guilford's varsity, is the line coach for the Havelock Rams of the Southeastern 3-A

Conference near the Cherry Point Marine Base.

Airman First Class **FREDERICK G. TURNER** was airman of the month for January. He is a native of Charlotte.

Congratulations to **THURSTON A. (BUDDY)** and Darlene **DIXON** on the birth of a son, born Feb. 5. Buddy coaches football at Guilford, and they live at 4610 Brompton Drive.

THOMAS LEE CRAVEN and Sylvia Yvonne Walls were married Jan. 6. He began two years active duty in the Naval Reserves in Feb. and she is continuing her education at the University of North Carolina at Greensboro.

Lt. MILFORD C. COX, JR and Joan Evelyn McNairy were wed Feb. 3. They are living at Apt. 108, 3525 Dimond Avenue, Oakland, Calif. He is stationed in Oakland aboard the USS Pictor and she is attending the University of Berkeley to complete final credits toward her summer graduation from the University of North Carolina at Greensboro.

PAUL N. SCHETTLER is enrolled in the graduate program of education and training in social work, in the School of Social Welfare at Florida State University. He has been awarded a study grant from the university in order to further his studies.

MARY CHARLENE JONES and Joseph A. Gray were wed Dec. 22, in Bessemer. They live at 1014 Willard St., Greensboro. He is a junior accountant for J.I. Jessup, Jr., C.P.A.

Assigned as an administrative specialist with a unit of the tactical Air Command at Luke A.F.B. in Arizona is Airman **KENNETH R. ZEHM.**

LINDA GAIL SCHOOLFIELD and Robert E. L. Peterson, Jr. were wed July 23, in Greensboro. They live in Lakehurst, N. J., where he is on active duty with the Naval Reserves and she teaches.

EDWARD A. HOWELL of Greensboro, assistant vice president of Textile Banking Inc. of New York, is the Southeast representative for the National Small Business Advisory Council of the Small Business Administration and southern representative for the Textile Bank. Mr. Howell was a member of the National Advisory Council representing North Carolina and also a member of the North Carolina Small Business Advisory Council, which provides management procurement and financial assistance to small businesses.

SYLVIA KAY ALLRED and Eugene David Payne were married July 23, in Greensboro. They live at 439 Stadium Rd., Wake Forest, where she teaches and he attends Southeastern Baptist Theological Seminary.

JOHN F. VAN ETTEN and Doris Gilcrist Myers were married Feb. 10. They are living in Clifton, N. J.

RICHARD DOWDLE HORNE is serving as a member of the Peace Corps in Africa. He took field training at Tuskegee, Ala., then in October, left for Malawi, Africa. His training is over and he is now stationed in a cotton growing area not far from the Zambezi River. His address is Department of Agriculture, P. O. Ngabu (S. Chickwawa), Malawi, Africa.

CAROLYN MARIE MAPES was married November 23, to James Kirkman in Climax where they are living. She is employed in the traffic department of Southern Bell Telephone and Telegraph Co. and he teaches and coaches basketball at Grays Chapel High School in Randolph County.

JAMES CRISLER LITTLE and Dawn Marie Donahue were married Dec. 23, in Morganton. They live at 1813 Walker Avenue, Apt. 2, in Greensboro where he is employed in the time payment department of North Carolina National Bank and she is a senior majoring in education at the University of North Carolina at Greensboro.

MYRA ANNETTE RUSSELL and Roland Rodger Brooks were married Dec. 23, in Thomasville and are living at 1507-B Woodside, High Point. She is a teacher at Northeast High School and he is a senior at Guilford College.

JAMES THOMAS TROLLINGER and Susan Elizabeth Norwood were wed December 30, in Greenville, S. C. He is presently a junior at Duke Divinity School and she is a junior at Guilford. They are living at 3309-G Mordecai Drive in Durham.

DANNY McQUEEN and Peggy Ann Willis were married December 17, in Morehead City. They are making their home at Atlantic Beach. He is employed by the Craven County Schools at Havelock.

MARY AGNES COLE and Ens. **JOHN BREVOORT BURNS, III** '66 were married December 31, in Greensboro. They live at Pensacola Beach, Fla. where he is in the Naval Aviation school and she is a teacher.

SANDRA ANN SIMPSON and Lawrence E. Greene were married in Nov. and live in Greensboro. She is a secretary for Booth, Osteen, Fish, Adams and Dameron, Attys., and he is employed in the research laboratory of Gilbarco Inc. as a technician.

'68

ROBERT BAILEY CHAMBERS and Mary Oliver Riley were married Nov. 11, in Charleston, S. C. He works in the credit department of the Citizens and Southern National Bank in Charleston where they live.

SUSAN HILTON PAYNE and James Walker English were married Feb. 3, in Salem, Va. They live in High Point where he is employed by Continental Can Corp.

POLLY MELLOTTE HAGERMAN and David Harbison Long were wed Dec. 21, in Alexandria, Va. They live in Southern Pines.

'69

CHERYL JANE ELLER and Robert Bradshaw McConnell, Jr. were married Jan. 6, and live at 924 Hill St., Greensboro. She is employed in the Golden Gate Branch of Wachovia Bank and Trust Company and he is employed by Wachovia as assistant cashier in the time payment department.

CHARLES EMMETT ARMFIELD, III, and Bonnie Daile Jones were wed in High Point November 19. She is employed by Snelling and Snelling and he teaches at Farmer High School in Randolph County.

'70

JOHN WILLIS CORUM, II and Carol Annette Slate were married Dec. 9, in Walkertown. They live at 620 Anson St., Winston-Salem, where she is secretary for Piedmont Airlines and he is a real estate salesman.

CHARLES D. LOWE and Judy Anne Gatlin were wed Nov. 18 in Rocky Knoll. They are living in Greensboro where he is employed in the main office at Blue Bell, Inc., and she is a clerk-typist in the shipping office there.

Airman First Class **LEWIS MICHIALE BALLARD** and Emmetta Stirewalt were married Dec. 23, at Old Fort. He is stationed at Shaw Air Force Base and she is a first grade teacher in the Charlotte-Mecklenburg schools, where she will continue to live through the school year. She lives at 3300 Central Avenue, Apt. 3-C, Charlotte.

MARTHA SUE FOGLEMAN and Sgt. Roy Alan Wilson were married Dec. 17, in Greensboro. He is stationed with the Army at Fort Riley, Kan., and she is employed in the laboratory at Cone Hospital. She is living with her parents at 3427 Summit Avenue until he completes his military service in June.

In Memoriam

1900

MRS. O. V. BOOKER, 85, of Smithfield died Thursday, Nov. 23, at her home, following a period of declining health. She and her husband operated the Booker Dairy for many years. She was the oldest member of the First Baptist Church of Smithfield, a member of the War Mothers and the Order of the Eastern Star.

'03

ROBERT T. TOMLISON, a member of a pioneer Thomasville family, died November 26, at the Thomasville Convalescent and Nursing Center after a short illness. He was engaged in farming and real estate, a life member of the Springfield Friends Meeting and a veteran of World War I.

'18

MRS. J.H. BARRINGTON, 36-year veteran of the Lumberton School System who retired in 1961, died January 5. She had been ill for several years. She taught in the Lumberton elementary schools for 36 years, serving 32 of them as principal until her 1961 retirement. She was a member of the advisory board for the Lumberton City Library, an active member of the First Presbyterian Church, a life member of the North Carolina Education Association, member of the Retired Principals, North Carolina and National Principals Association, and a charter member of the Delta Kappa Gamma.

'23

C.A. DEWEY CREWS, who lived at 2220 Queen St. in Winston-Salem and was a retired accountant with the Wachovia Bank and Trust Company, died at his home in November. He received his A.B. from Guilford and was a graduate of the School of Business in Accounting in Atlanta, Ga.

'25

E. W. WINSLOW died on September 25, 1967, in Norfolk, Va.

'30

A heart attack claimed the life of **DR. REMBERT W. PATRICK,** one of the nation's foremost historians, November 16, in Athens, Ga. Dr. Patrick, educator and author, who served in the University of Florida history department for more than a quarter-century and for five years as its chairman, was a recognized authority on Civil War and Reconstruction history. Dr. Patrick left Gainsville in 1966 to become graduate research professor of history at the Uniersity of Georgia. The move ended a 26-year association with the University of Florida. Dr. Patrick, who received his masters and doctors degrees from the University of North Carolina, was a native of Columbia, S.C. Dr. Patrick received many awards during his career and gained membership in hundreds of professional and community organizations. Some of these included: the Southern Historical Society (president in 1962), the American Association of State and Local History (vice president 1960-66); the Florida Historical Society (past director and recording secretary); the Florida Library Association (vice president 1953-54), Southern Political Science Association (secretary - treasurer 1942-44), "Who's Who in America," "Who's Who in the Southeast," "International Who's Who." He was on the editorial board of many scholarly publications, including the *Journal of Politics,* which he served as managing editor from 1942-44; the *Journal of Southern History,* (editorial board); and the *Florida Historical Quarterly* (editor, 1952-62). He married Eleanor G. Bangs who was in the Guilford class of 1932.

Guilford College, like any parent, enjoys hearing from its alumni-offspring at all times. With this thought in mind, the Alumni Journal was created for the purpose of receiving and recording your correspondence. This correspondence enables alumni records and files to be corrected and sustained. Therefore, hestiate no longer in letting us know of any major items such as a new baby, newlyweds, moved, changed occupations, attending graduate school, recent honors and awards. Stay alert for the Guilford alumni news which is happening at this very moment in your own area. Thank you. Fill out the form below and mail to College Editor, Guilford Alumni Journal, Guilford College, Greensboro, North Carolina 27410.

Name ..... Class .....

Address ..... Zip .....

Spouse's Name ..... class, if alumnus .....

Spouse's Occupation .....

Occupation .....

Name of Company or Organization .....

Children's Name and Ages: .....

.....

Here's my Class Note: .....

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.....

.....

An Award-Winning Editorial:

Friends Speak With Voice of Conscience

by ROBERT T. REGISTER, associate editor of *THE GREENSBORO RECORD.*

The Society of Friends is but 200,00 strong. Its voice is small and lonely. So, too, is the voice of conscience.

But when the two speak together, the message, however muted in the growing global clamor, is insistent. It may not convert but it will disturb. The world needs shaking in its complacency with complexities and simplicities ignored.

It is likely that the Greensboro testimony of the Fourth World Conference will stop no wars and stay no riots. It may, however, persuade rash men to pause and comtemplative men to act. No governments will tremble, but within them a few leaders may be moved to weigh national ambitions against supranatural values.

The Quakers have little dogma. Their way is not so much to proclaim truth as, humble in awareness of human frality, to search for it. In resolutions formed this week on the Vietnam war and on racial justice, they have, we believe, come close to finding it.

SOLVING NOTHING

At the heart of their Vietnam statement is the conclusion that "the war is solving and can solve nothing." That has the sound of heresy in this nation but it is an evaluation not confined to Friends. They echo the convictions of most peoples not committed to the battle. And they speak for millions in this country whose qualms about American policy are outweighted only by their awe of the task of changing it.

"A free choice of political institutions cannot be achieved by war," Friends believe. They are right. Communists may be deterred but communism is not stayed. Stated objectives of this nation — halting the spread of an alien doctrine, assuring democratic options — cannot be delivered by the military. The decisive battle is waged in the minds of men.

The Friends' resolution urges all nations to withdraw support from the war. A direct appeal is made to the National Liberation Front and to North Vietnam — realistically assessed as separable — to implement a ceasefire and negotiate a peace settlement.

Justly, we believe, the resolution asks that the United States initiate the peace movement. As the great power most directly involved, the Quakers reason, the United States is secure enough to afford the strength of magnanimity. They endorse, therefore, the "dramatic act" of halting military operations, inviting international inspection of the cease-fire, and requesting that the Geneva Conference be reconvened.

It is a mammoth assignment. The resolution does not take into account the barriers of military balance, national pride, cold war dogma. It rests its case on the priority of something even more compelling and difficult of removal — the right of man to survive.

That men should merely survive, of course, is not enough. They must be assisted to live "with a full sense of self-respect and personal dignity," the conference concluded.

Impatient to those who pay mere lip service to Christian doctrine, the resolution on racial justice calls for "constructive social change" to assure equality.

"Fundamental changes will be needed in the systems under which most of us live," says the resolution. "We shall not be able to end exploration and degradation by mere pallatives . . . . "

"We must affirm that men who have been denied a share in economic and political power must experience its reality . . . "

Even among Quakers, of course, it is sometimes easier to live with a remote war than with a nearby black man. The firmness of the race resolution is therefore doubly welcomed. While clearly the "sense of the conference," it was not without detractors. One among them objected to language which might be interpreted as a call for changes "in our type of government . . . a change in our common system."

A UNIVERSAL NEED

It is not a change of systems but changes in systems which the conference was courageous enough to endorse. It must be remembered that the 1,300 Friends gathered here were from 38 countries. They addressed themselves to all the nations of the world. Some of those nations patently require changes of systems if men are to become equal. None among them — surely not the United States — can fail to profit from changes in systems which either by design or in unconcern permit exploitation of racial decisions.

The Quakers have honored us with their presence. They have both honored and challenged us with their statements of concern. The honor lies in their assumption that within us all reside reason and goodwill enough to move mountains. The challenge lies in their example of attempting just that.

President of the Guilford College Alumni Association	*John R. Haworth*
President-Elect of the Guilford College Alumni Association and Chairman of the 1967-68 Loyalty Fund	*Jack Edward Tilley*
Director of Alumni Affairs	*William E. Benbow*
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ALUMNI ISSUE MARCH, 1968

GUILFORD

COLLEGE BULLETIN

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GUILFORD

COLLEGE BULLETIN



Rededicating Duke Memorial Hall	2
A New Curriculum	4
The Meaning and Philosophy of Development at Guilford	5
The Plain Fact Is . . .	9
On Campus	25
Class Notes	28
Association News	32

GUILFORD ALUMNI JOURNAL

GUILFORD COLLEGE GREENSBORO, N. C. 27410 JUNE 1968 VOLUME LX NUMBER 16

Editor: Caroline Carlton
Director of Development: Al Wheeler
Director of Alumni Affairs: Bill Benbow

Cover: *Dr. Hobbs speaking at rededication of Duke Memorial Hall. (photo by Larry Phillips)*

Inside: *The rainy view from inside Duke Memorial Hall. (photo by Peter Julian)*

Rededicating Du



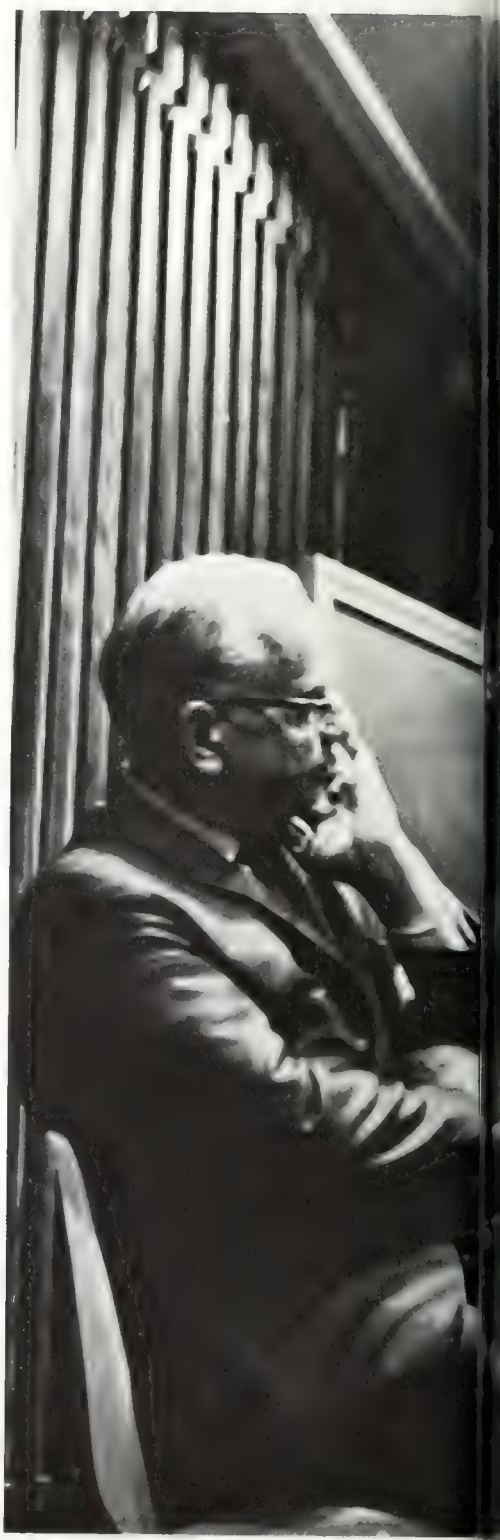
Rededication ceremonies for Duke Memorial Hall took place appropriately in the rain. It was raining seventy-one years ago on April 2, 1897, when the trustees selected the first site.



The fifty-minute ceremony began on the east porch of the newly remodeled and renovated building with President Grimsley Hobbs reading a history of the building from Guilford: A Quaker College. *Again history was being repeated. It was the grandfather of Dr. Hobbs, Lewis Lyndon Hobbs, who announced in the spring of 1897 that two former New Garden students, Benjamin and James B. Duke, had given* $10,000 *for the erection of a science building in memory of their sister, Mary Elizabeth Lyon.*



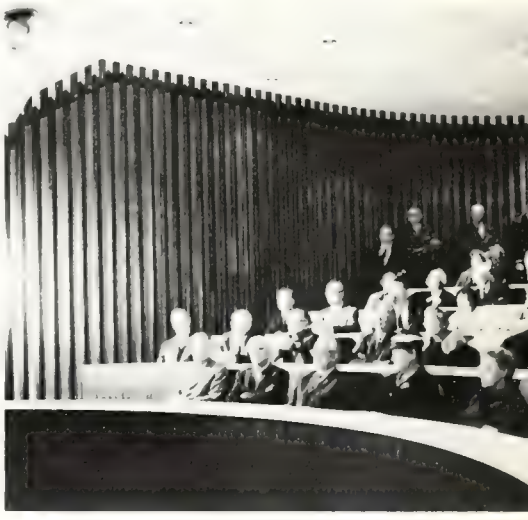
Horace S. Hawsorth of High Point, a member of the Board of Trustees, rededicated Duke Memorial Hall, saying, "We preserve this building that it may be used as effectively in the future as it has been in the past."



Memorial Hall



About 200 alumni, friends, students and faculty attended the ceremony, tour and reception. A luncheon was held preceeding the rededication for members of the Duke, Lyon and Leak families, and officials of Duke Power Company, all of whom were major contributors to the $600,000 *renovation.*



Duke Memorial Hall, now a three-story building, contains fourteen classrooms and fourteen faculty offices, a modern fifty-station language laboratory, and the Elmer and Cammie Leak Audio Visual Center.



Dr. D. Elton Trueblood, Professor-at-Large of Earlham College, waited to speak inside the Audio Visual Center. He conluded his talk, "However grateful we are for the building, we must always be sure that this is not the prime consideration. A building is merely the tool, the instrument. It is the persons that count . . . Guilford College is trying to make better people better prepared for this our time."



A NEW CURRICULUM

The reevaluation of the curriculum at Guilford began in 1965 when President Hobbs asked the faculty to appraise the educational program of the college in terms of its relevance to the needs and conditions of man in the modern world. Although this appraisal was not intended to be a "self-study," many faculty committees began to scrutinize those programs which came under their jurisdiction, and the Educational Policies Committee was created to examine the philosophy and curriculum of the college. A year later, the faculty acting on proposals of the committee approved changes which replaced the required courses in religion, philosophy, literature, art and the natural sciences with distribution requirements. The option for a student to take a course outside his major field on a pass-fail basis and the freshman seminar programs were approved. These changes were not considered major revisions of the curriculum, but were efforts to introduce an element of flexibility into the required curriculum.

For the past year Dr. Frederic Crownfield, Dr. William Burris and other members of the Educational Policies Committee have devoted their time to formulating a new curriculum which will provide an educational experience that is relevant, interdisciplinary, flexible and conducive to independent thought and study.

Throughout the proposal for the new curriculum the committee emphasize two underlying premises — the courses of study are one concrete way of implementing the educational philosophy of the college, but the curriculum is only a tool whose effectiveness ultimately depends upon the teachers who use it. The most striking revisions are a freshman program focused on problems of contemporary society, a non-Western studies program, increased electives and independent study, and a concentrated foreign language program.

MAN IN THE TWENTIETH CENTURY

When the new curriculum goes into effect in September, 1969 entering freshmen will participate in an exciting two-semester course, *Man in the Twentieth Century*, which will confront them with some of the fundamental moral, psychological, social and environmental problems facing contemporary man. Taught by a team of six to eight faculty members and visiting lecturers this course is expected to stimulate the students to an enduring interest in and concern about man that will give direction and meaning to all his studies.

The first semester of the course will concentrate upon man's identity and the moral, social, political and economic problems which confront him in the twentieth century. Such topics as *Mass Urbanized Society and Man's Alienation; Values and Morality in America; Man, War and Conscience; Poverty in the Affluent Society* are representative of the course's direction. The second semester will focus upon man in his environment, emphasizing the scientific and technological aspects of man's existence. Moral, human and cultural concerns will be examined within the framework of the impact of science upon man's environment and upon man himself. The basic theme, an exploration of the human ecosystem, will be particularized in such topics as *The Implications of Molecular and Cellular Biology and Manipulate Genetics; Air, Water and Noise Pollution* and *The Magnitude of Nuclear Weapons and the Dimensions of Potential Nuclear Warfare.*

STUDENT AND FACULTY RESPONSIBILITY

Under the revised curriculum the responsibility for learning is placed clearly upon the students, especially in such areas as English composition and foreign languages. Instead of the required freshman composition course, the student will take six hours of literature with emphasis placed upon developing skills for the understanding and appreciation of literature. The ability to write and speak effectively and intelligently, according to the committee, is a problem which must be met in all disciplines if it is to have lasting value.

The foreign language requirement has been reduced from twelve to nine hours, the final three to deal with literature and culture. Under the new curriculum, students who are well prepared in a foreign language will be placed in a section meeting three times each week. A poorly prepared student, or a student beginning a new language will have the opportunity to develop his language skills in a class five times a week. The comprehensive language examination currently required will be satisfied by a completion of the advanced literature course.

NON-WESTERN STUDIES

Guilford's long interest in international studies prompted the committee to propose a college-wide program of non-Western studies. In the student's junior year, he will be able to choose his two required courses from a wide variety of non-Western subjects in the fields of anthropology, history, literature, politics, religion, philosophy and sociology. The non-Western studies program will have a director and be staffed by a number of professors from different departments.

ELECTIVES AND CURRICULUM II

In order to incorporate greater flexibility into the curriculum and to meet the increasing student demands for greater course choice in their college careers, the new curriculum permits students to elect a minimum of eighteen hours. In most departments a limit of thirty hours will be established for all majors. For students who do not elect to do independent study in their senior year, twenty-four hours of electives are offered. A program of independent study for the last semester of the senior year will be developed for the most able students. This independent research in the field of a student's particular interest would culminate in a senior thesis of superior quality. Other seniors would take six hours of electives without being required to prepare a thesis.

For the most mature students, capable of intensive independent study, Curriculum II has been approved. Beginning in the junior year, highly qualified students could choose to pursue their studies semi-independently under the general supervision of their major professors. Curriculum II allows for much independent study, greater freedom in course choices, and a large number of original and in-depth research papers.

The Meaning and Philosophy Of Development at Guilford

By AL WHEELER, director of development

The chief problem of higher education has historically been one of its cost in money. At one time colleges like Guilford could operate on tuition and fees alone. That was long ago. Then endowment became the backbone of college finance. In the twentieth century, voluntary gifts and grants in support of current operations have taken on a more significant note. The college which desires to continue to render superior service today must establish its case and win superior support. Accordingly, it also must have a development office to organize and direct its fund-raising efforts.

The woes of college finance continue to burden multiple duty college presidents who have high hopes of strengthening their institutions and of contributing to advances in education. Their fund-raising responsibilities must be shared. No longer is fund-raising a problem to be considered only casually or occasionally when the chips are down. It is a permanent problem which must be dealt with on a continuous basis. A development program is an integral part of the administrative machinery of most colleges today.

Just five years ago Guilford College was operating on a budget of less than $1,000,000 annually. Now the college expends nearly two and a half times that amount each year. Guilford's finances, however, have experienced the same pressures that all institutions of higher education have experienced in the last decade, and the management of the expenditures, compares quite favorably.

Guilford College, going into its thirteenth decade of service, has an excellent reputation and a faculty that is paid among the highest regionally and at competitive levels nationally. However, while Guilford's expenditures have more than doubled, the college has managd to keep the proportionate share of the budget that tuition and fees provide from climbing significantly. Voluntary gifts and grants for current purposes, primarily due to increasing Loyalty Fund support, help Guilford keep the charges at a minimum.

When discussing the financial problems of the budget, the trustees and administration mention the need for more income to maintain faculty salaries at the newly obtained competitive levels and for more income for student aid funds to offset rising tuition rates. The one problem most often mentioned is what can be done to keep the college from pricing out good students from economically deprived backgrounds?

Again like many other colleges, Guilford's student enrollment had to increase substantially in the post-war era and particulary in the fifties to help provide the educational services required. Increased enrollment, which has leveled off in recent years, plus the growing complexity in all disciplines augmenting space requirement needs, has put acute pressures on all facilities. Guilford's library holding, for example, increased from 29,000 to over 39,000 in the decade immediately following World War II. Today, after ten more years, the holding exceeds 109,000, and the need has yet to be met adequately. Space needs in the sciences, and age, has rendered the back part of King Hall inadequate. A gymnasium fieldhouse built at a time when enrollment was less than 400 students, over twenty-five years ago, stands as another example of physical plant needs.

Only a few problems have been illustrated. Others include the need for increased endowment income, funds to match present and to create endowed professorships, greatly increased scholarships funds, and so on. Development programs must be geared to alleviate such college financial problems as these. It is through the use of available communications tools that the development office can correct misconceptions, and enlist alumni and friends behind the principal job of education. The securing of voluntary financial support, however, follows from the successful work of a development office; it is not the sole reason for its existence. Successful development programs, by focusing the proper perspective to the problems of education, enable colleges to maintain their basic integrity.

The development program at Guilford must be concerned with determining ways and means to enable the college to achieve its educational goals, but such

a program must not lose sight of the ideals, the fundamental beliefs of the founders. It is of paramount importance to continually recall the great historical strength of Guilford College - the growth of the college over a period of 131 years from a small boarding-school to its present stature as a leading institution of higher education. It is a primary purpose of a development office in any college to interpret and to articulate the very life and meaning of the college to its own family of constituents, as well as to the public at large.

In the literature of most any college catalogue can be found the same references to quality, academic excellence, maximum development of the capacities of each individual student, and other noble objectives of higher education. Yet, all well known leading colleges do not necessarily have all of these characteristics. One must look deeper for evidences of quality than these catalogue "platitudes." Colleges are far more different from one another than many people would suppose.

Recognizing that a good college cannot remain static, living on past reputation, the development office attempts to sustain a critical and lively awareness of the strengths, weaknesses, problems and objectives of the college today. For this reason, the nature of the job, it may be easier for me to sense the overall ethos that seems to distinguish the college now than it would be for some of those who have been at Guilford much longer. This climate is unmistakable - a dynamic internal strength that causes one to say "Guilford College is on the march." There is a general conviction on the campus that the time for Guilford to take another leap forward is now. Everything that has gone into this institution in the last 131 years has prepared Guilford College to make a move - a solid foundation for Guilford's strength laid by great men, women, scholars, and teachers throughout the college's history.

At most institutions the development office encompasses alumni affairs, public relations, public information and development, or what is more commonly called fund-raising and planning. All too often, however, these activities are considered peripheral to a college's central purpose. Yet a college development office, properly conceived, is not simply a convenient coordinating point for the winning of goodwill and the securing of voluntary financial support. In briefest terms, the word "development" implies the strengthening of all those forces that will make Guilford College a great college. At Guilford it describes a program designed specifically to advance the entire college in its effort to make good on its expressed commitment to educational excellence.

Much of the impetus for the upward movement characterizing Guilford today comes from the fund-raising campaigns associated with the Century and a Quarter Program in 1962 and the Charles A. Dana Challenge Program which ended in 1964. Guilford received nearly three million dollars in voluntary gifts and grants from 1960 to 1965 culminating in two new residence halls, library and dining hall enlargements, and the relocation of the college power plant. It became clear during this period through Guilford's own processes of self-study and through the observations of others sought by the administration and trustees, that a continuous effort would have to be made to help realize other physical plant objectives as well as strengthen Guilford's academic resources. The need for a permanent development program was recognized, and I came to Guilford College as director of development shortly after President Hobb's inauguration.

With the philosophy which assumes that the responsibility for development is the business of everyone within the college "family," much emphasis has been placed in the last two years in developing an effective on-going annual giving program. The Guilford College Loyalty Fund was designed to encourage unrestricted and currently expendable gifts from all of Guilford's constituents. A new class agents approach to alumni participation in the new annual giving program was adopted by the alumni association and parents-of-students, faculty and staff, trustees, and other friends were asked to join with alumni in annual unrestricted support of the college. Over $30,000 was raised in the first year, and a $50,000 amount is in sight for the second year.

Loyalty Fund leaders and the staff of the alumni office are already making plans, consistent with the aims of the college, to encourage increased participation in the year ahead. Corporations and philanthropic foundations like to gauge their own gifts to colleges and universities by the percentage of participation figures reported in annual giving. Through the Loyalty Fund Guilford College not only receives unrestricted revenue to meet increasing operational needs, but also receives a sound base for all voluntary financial support.

Also within the development program, concentration has been placed upon upgrading information services and publications, strengthening the services of the alumni office, laying the foundation for a program to offer an effective channel for making bequests and other deferred gifts to Guilford, and determining ways and means to help meet Guilford's immediate and long range capital needs requirements.

One current development is the new Guilford College Board of Visitors recently established by the trustees. This new and expanded advisory board will be composed of members of the former Greensboro Advisory Board as well as other well known and influential alumni and friends from Greensboro, other cities and towns in North Carolina, and from several other states. The first annual meeting of the Board of Visitors is plan-

ned for the fall. From what they learn about Guilford College, by visits to the campus or through publications, it is hoped that they may serve to communicate to others Guilford's programs as well as to advise the college on its endeavors.

Much time and constant effort has also gone into developing two office procedures which stand out among others: (1) the proper recording and acknowledgement of all gifts to Guilford College, and (2) systematic research to identify individuals, foundations, corporations and other friends and institutions which have an interest in helping the college meet its capital needs for buildings and programs. It is important for the development office to be able to retrieve and report information as needed on changes in support, and for what purposes, for Guilford's programs. It is also important for the donor and the college that an accurate and complete record of all gifts by an individual be kept in one permanent source file throughout the years. In order to better present the college's case to a prospective large donor, and to not waste his time and ours, we find it necessary to have our records straight and our "homework" done. This is why the recording and research efforts represent time well spent.

The following case study involves all principles in the actual fund-raising aspect of development, and carries us from dossier-time until we are face-to-face with a foundation's executive director asking for a substantial gift for Guilford College. The principles are much the same, however, whether the potential donor is an individual, a corporation or a foundation. This is a success story, all too many of them are not — at least in the short run.



Dr. Hobbs and Al Wheeler

Development: A Case Study

Initial Contact

In October, 1966, I wrote a letter to Mr. John Doe executive director of the Blue Chip Foundation in New York telling him that our development office was in the process of setting up a foundation research center and requesting that he send reports and literature which described Blue Chip's interests and giving policies. I mentioned that this information would keep the college from submitting a grant request to the foundation outside the area of their own interests.

Response

A few days later I received a letter from Mr. Doe's secretary saying that the foundation did not issue annual reports, but that their grants were reported in the bulletins of the Foundation Library Center in New York City. But, the most important piece of information obtained in this reply was the secretary's name, Betty Jones. It's amazing how easy it is to arrange an appointment with an executive by taking an interest in learning the secretary's name!

Fact Finding

President Hobbs and I had already visited the Foundation Library Center in New York and had lists of Blue Chip Foundation's recent grants to colleges. This information was typed and filed in a dossier along with other information on the foundation which my secretary retrieved by consulting such sources as *The Foundation Directory, Edition 3,* and collecting news articles regarding the foundation or any member of its board of directors.

Interest Files

In January, 1967, a department head expressed to me a need for equipment and funds to carry on a particular project - let us say, to develop a special program to interest students in art. From the card files arranged in the development office by interest catgeories, I was able to find that the Blue Chip Foundation was currently interested in supporting art programs in colleges. I asked the department head to draft a rough statement of need for Dr. Hobbs and me to develop further for submitting a proposal to the Foundation on a trip we were making to New York in the summer.

Mutual Contacts

About six weeks later, shortly after we addressed a letter of inquiry to another foundation, the Plain Fact Fund, expressing the need for support of a current building project, Guilford received a generous check from Blue Chip. The check was enclosed with a letter from the Blue Chip Foundation president saying that they had been asked by the Plain Fact Fund to consider supporting our building project, since the Fund was limited in the freedom of its current grants program. The Blue Chip Foundation, therefore, gave to Guilford College because the Plain Fact Fund was anxious to help, but could not.

Several facts help to explain this interim gift from the Blue Chip Foundation. They include: (1) the president of the Blue Chip Foundation was on hand when Dr. Hobbs made an address at a public ceremony and referred to this in the letter, (2) the president of the Blue Chip Foundation had relatives that had attended Guilford and also referred to this in his letter, (3) the Blue Chip Foundation had an updated file on Guilford College because of our recent correspondence regarding the foundation research we were undertaking and their being placed on Guilford's mailing list to receive special publications, one being the *President's Annual Report,* (4) The Blue Chip Foundation and the Plain Fact Fund had similar interests and the directors of one foundation knew the directors of the other, and (5) the Blue Chip Foundation was presently able to find funds available for 'bricks and mortar' but not programs in support of art. The gift was, of course, gratefully received, but the major significance of the gift was the strong relationship Guilford now had with two major foundations, where records could not reveal a previous direct association. This new relationship encouraged me to work closer with the department head in drafting the art program proposal which both foundations might be interested in considering.

The Presentation

In August of 1967, after arranging an appointment with Mr. Doe of the Blue Chip Foundation through his secretary, Betty Jones, Dr. Hobbs and I pulled together the final statement of need into a concise two page proposal complete with supporting literature. Toward the end of the month we met with Mr. Doe in his New York office. The interview was very pleasant, but to the point. After discussing the building for which the Blue Chip Foundation gave support in the spring, we discussed the art program proposal. Mr. Doe agreed that Blue Chip was interested in supporting such projects, and that he would be glad to ask the foundation trustees to consider our proposal at their next meeting.(We left three copies of the proposal upon leaving.)

The Waiting Game

Three months later, after we had thanked Mr. Doe by letter for our meeting, mailed to him a copy of Guilford's current catalogue, latest *President's Annual Report,* and upon request another copy of the proposal to the president of the foundation, Guilford received a letter with a check enclosed for the amount requested.

It would be difficult to diagram a flow chart for what Guilford did to obtain this gift. It is only speculation at best to try to say what specifically made the trustees of the Blue Chip Foundation decide to give Guilford College two substantial gifts within a twelve month period. It is safe to say that, not only was Guilford College helped financially, but also the college furthered the interests of the Blue Chip Foundation by using the funds to establish an innovative new program to interest students in art. Thus by helping Blue Chip to remain true to its pattern of giving as directed by the wishes of the benefactors, and by helping to strengthen Guilford academically, the grant gained a new and beneficial association for both institutions.

A Special Report

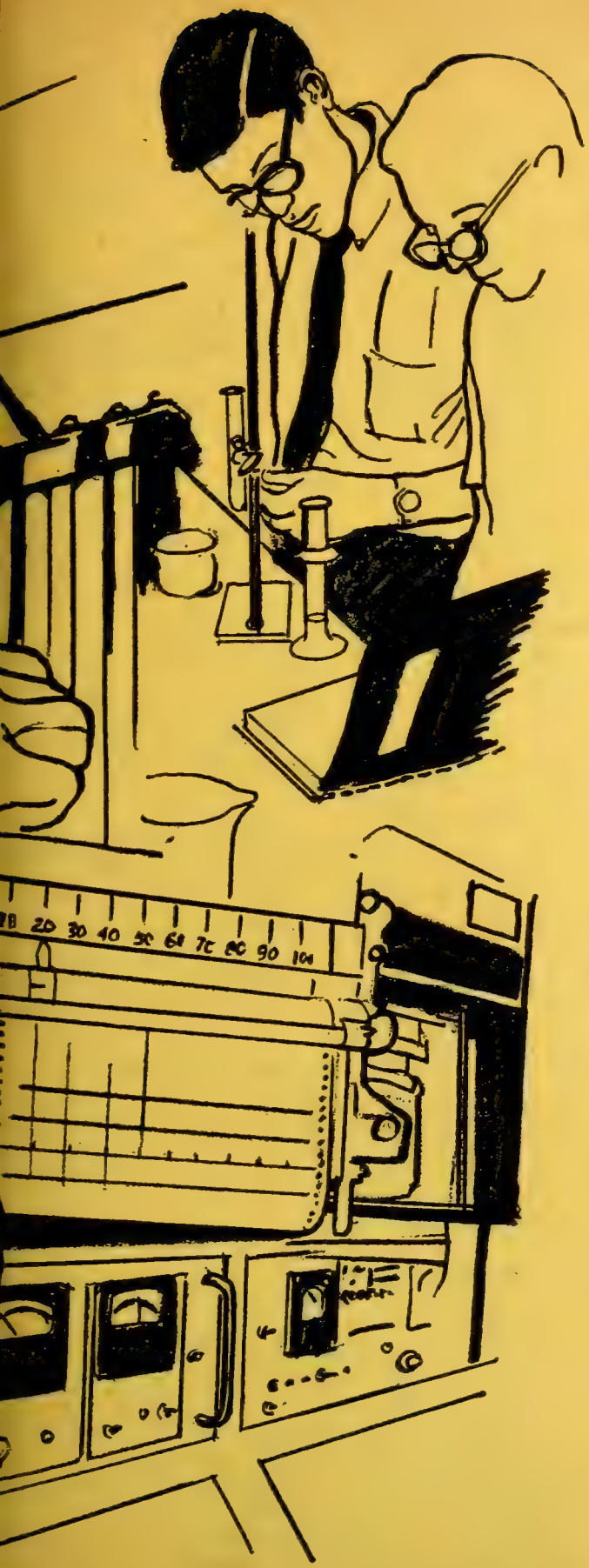
The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—McGEORGE BUNDY
President, The Ford Foundation





A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▸ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▸ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▸ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

> All of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.
>
> —*A university president*

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▸ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▸ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▸ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▸ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▸ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▸ *From a small liberal arts college in Ohio:* "We are on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▸ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▸ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▸ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

What's gone wrong?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▸ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than $2 billion a year for capital expansion.

▸ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▸ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▸ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly $4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▸ Endowment funds have more than doubled over the past decade. They're now estimated to be about $12 billion, at market value.

▸ Federal funds going to institutions of higher education have more than doubled in four years.

▸ More than 300 new colleges and universities have been founded since 1945.

▸ All in all, the total expenditure this year for U.S. higher education is some $18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

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laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money .... The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of $15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of $50,000 or more."

▸ **State appropriations:** The 50 states have appropriated nearly $4.4 billion for their colleges and universities this year—a figure that includes neither the $1–$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

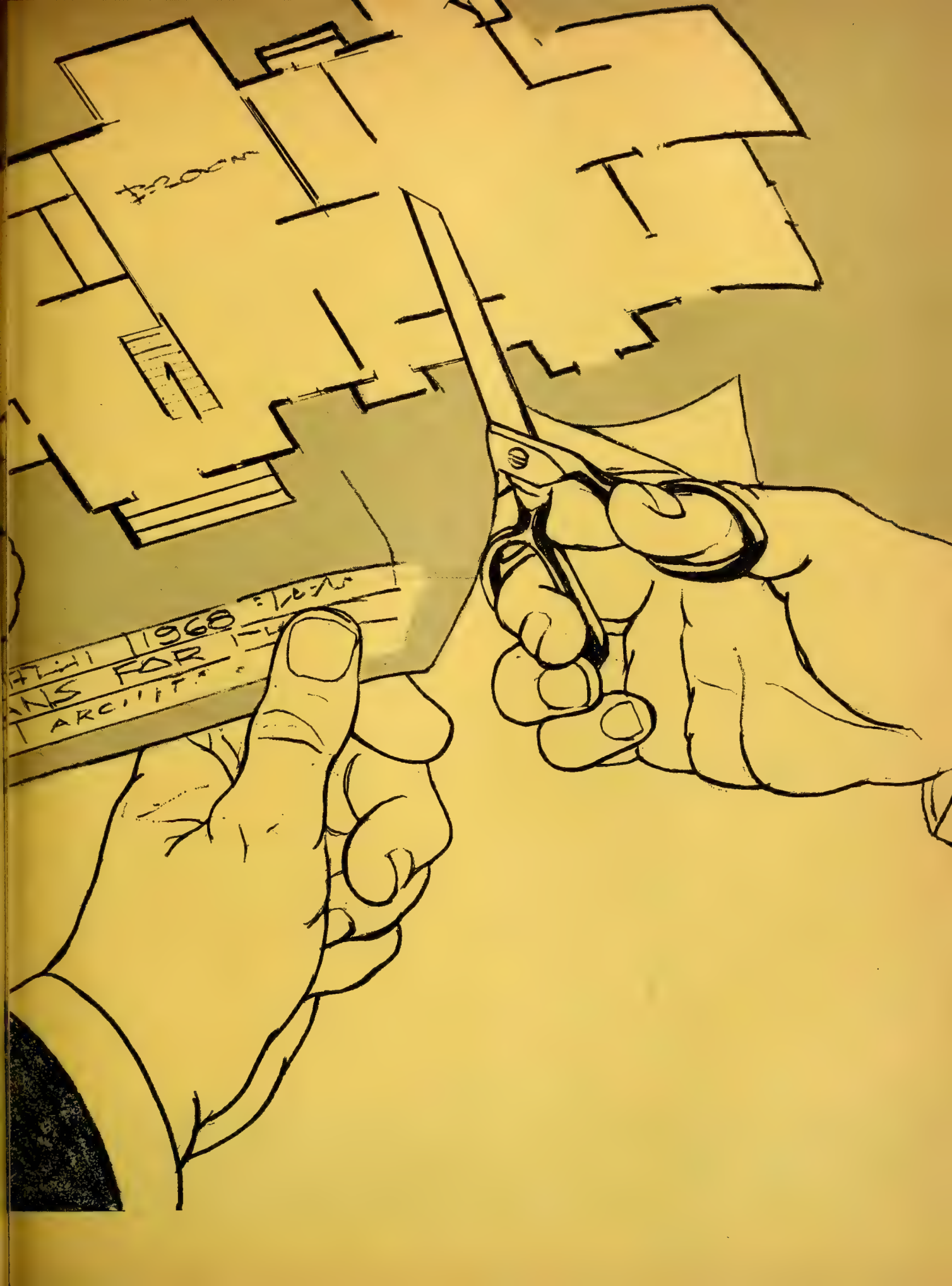
▸ **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated $300 million to education


1968
FOR



in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of $4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

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—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



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>
> *—A college president*

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



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—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▸ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

▸ How can we provide every youth with as much education as he is qualified for?

▸ Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▸ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▸ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▸ 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

▸ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Carnegie-Mellon University

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The University of Oklahoma

MARALYN O. GILLESPIE
Swarthmore College

CHARLES M. HELMKEN
American Alumni Council

GEORGE C. KELLER
Columbia University

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Simmons College

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The Carnegie Commission on Higher Education

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Sweet Briar College

CHESLEY WORTHINGTON
Brown University

*

CORBIN GWALTNEY
Executive Editor

JOHN A. CROWL
Associate Editor

WILLIAM A. MILLER, JR.
Managing Editor



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total $24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total $70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from $24.5 million to $50.9 million—leaving a deficit of $19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only $43 million—leaving a shortage of $27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach $2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

▸ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the $2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

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1968
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But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

▸ **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

▸ **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

▸ **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

▸ How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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*

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ON CAMPUS

Unique Education Experience For Fifteen College Freshmen

Fifteen freshman at Guilford College next fall will be the first participants in the Richardson Fellows Program, a unique educational experience designed to identify and develop creative leaders among North Carolina's youth. The program calls for the students to work with community leaders, undertake projects to help the underprivileged, perform independent research, and confront major contemporary problems.

A $100,000 grant given to the college in December by the Richardson Foundation will be used to initiate the two-year program. The Richardson grant will be supplemented by funds from the college.

The Richardson Fellows Program begins in September with fifteen students to be selected primarily from the top third of the freshmen admitted to Guilford for the 1968-69 academic year. Needed financial assistance will be provided for the Fellows.

The Richardson Fellows Program at Guilford will be different from other educational experiments funded by the Foundation in colleges and universities throughout North Carolina. The Richardson Fellows will be virtually free of regular academic requirements. During the first year they will take only nine hours of courses from the college's regular curriculum, and these will be of the student's own chosing.

Instead, four unique areas of educational experience will be offered to challenge the potential of the students. The Richardson Fellows will participate in a "Focus 1980" Seminar which will explore such critical contemporary problems as urbanization, industrial management, race relations, mass communications, cybernetics and international politics. Six visiting lecturers, experts in their fields, will each spend a week on the Guilford campus, delivering a major address and conducting seminars for the Fellows. In addition to the visiting lecturers, national leaders will hold dialogues with the Fellows over "amplified" telephone.

A second major part of the Fellows' course of study will be the Research Seminar. Here the students will become acquainted with the techniques of research and be given the opportunity for extensive independent work which may be a paper or a project in his field of special interest.

A third phase of the Richardson Fellows Program sends the students into the Greensboro community to work closely with leaders in government, education and industry. Each student will have a community leader to serve as his advisor throughout the academic year. The community leader will advise the student in the practical, day-to-day problems and processes in his area of expertise as well as assist him in finding a summer internship intended to provide firsthand experience in his field of concentrated study.

A non-credit "Self and Society Seminar," designed to emphasize the importance of each student's self-examination and the significance of interpersonal relationships, will meet weekly. Each Fellow will undertake a year-long service project such as tutoring a child, working with the mentally ill, visiting a prisoner, or volunteering his time and skills to a community service agency. The Fellow will keep a journal of his project and share his experiences with the other participants in the Richardson Fellows Program. Each Fellow will also be asked to identify for the seminar the significant "problem" issues which he feels will affect his relationship to society in the next decade as well as to explain how he as a prospective community leader would work to find creative solutions to those problems.

Richardson Fellows will be selected on a number of criteria including personal interviews, class rank, recommendations and standard test scores. The Guilford College Richardson Fellows Evaluation Team, composed of faculty, Richardson Foundation staff, and other individuals with leadership traits, will play a major part in the selection of the second group of Richardson Fellows.

Bruce B. Stewart has been named Program Director for the Richardson Fellows Program. Stewart, currently director of admissions at Guilford, will supervise the two-year program, coordinating the staff and supervising the selection and recruitment of the Richardson Fellows. He will serve also as liaison between Guilford and the Richardson Foundation, conduct the "Self and Society Seminar," and consult with staff members on the development of the curriculum and selection of guest lecturers.

Before coming to Guilford in September 1967, Stewart was dean of students at the North Carolina School of the Arts in Winston-Salem. A graduate of Guilford, Stewart received his master's degree from the University of North Carolina at Chapel Hill, and has done additional study at Harvard, Boston University and the University of North Carolina at Greensboro.

Other members of the staff will be: "Focus 1980" coordinators, Dr. Cyril Harvey, Melvin Keiser; writing advisors, Mrs. Janet Speas, Mrs. Carter Delafield; research seminar coordinators, Dr. Jerry Godard, Dr. Cyril Harvey.

REYNOLDS GIVES $25,000

R. J. Reynolds Tobacco Company in Winston-Salem has given a $25,000 grant to Guilford for the improvement and expansion of the college's science program.

The college is undertaking a program to greatly enlarge the classroom and laboratory space for the sciences in King Hall, which has shared space with a number of liberal arts departments. The Reynolds grant will go toward the construction of a $600,000 addition to the building, which will triple the currently available classroom and laboratory space.

The ground floor of the enlarged King Hall will be used solely for physics, and the first floor will contain two laboratories for teaching introductory-level science courses, as well as faculty offices, laboratory preparation rooms, storage space, and an animal and culture room. The second floor will contain eight classrooms, and the third floor will house a modern laboratory complex for psychology research.

Eight Named to Faculty

Dr. Hobbs in May announced the Director of the Downtown Campus and the appointment of eight new faculty members for the 1968-69 academic year.

Dr. Fred Courtney, chairman of the department of business management, was named Director of the Downtown Campus. Dr. Courtney who has been at Guilford since 1965, received his M.A. magna cum laude from Baylor University and his Ph.D. from American University.

The new faculty are William A. Carroll, political science; Edwin G. Caudill, business management; John H. Stoneburner, religion; Ruby S. Behar, English; Cyrus M. Johnson, sociology; Richard J. Raddock, economics; Patricia W. Kelly, biology and natural science; and Elwood G. Parker, math.

William A. Carroll, professor of political science, has been named chairman of the political science department at Guilford. Dr. Carroll received his B.A. from Brown University and his M.A. and Ph.D. from Georgetown University. He is currently a professor at Frostburg College, Frostburgh, Md.

Edwin G. Caudill has been named associate professor in the newly created business management department at Guilford. Dr. Caudill received his B.S. in business administration from the University of California, his Litt. M. degree from the University of Pittsburg, and his Ph.D. from American University, where he is now teaching in the graduate school.

John H. Stoneburner of Summit, N. J., has been named associate professor of religion. He received his A.B. from Earlham College, and his B.D. from Drew Theological School, where he expects to receive his Ph.D. in June.

Rudy S. Behar, associate professor of English at Mansfield State College in Mansfield, Pa., has been named an assistant professor of English. He received his B.A. from the University of Connecticut, his M.A. from Hunter College and his Ph.D. from the University of Oregon.

Cyrus M. Johnson has been named an associate professor of sociology. He did his undergraduate work at Wake Forest University, received his M.A. from Ohio State University, and his Ph.D. from Duke University. He is now on a year's leave of absence from the University of Kentucky with the American Friends Service Committee in Peru.

Richard D. Raddock has been named assistant professor of economics. He received his A.B. from Cornell University and his M.A. from the University of Pennsylvania, where he is writing his doctoral dissertation. He has been a full-time instructor at the Drexel Institute of Technology in Philadelphia.

Patricia W. Kelly will be an instructor in biology and natural science. She received her B.S. from VPI and is currently working on her M.S. at North Carolina State University. She is a part-time instructor at Guilford this year.

Elwood G. Parker will be an instructor in mathematics. A graduate of Guilford, he received his M. A. from the University of N. C. at Chapel Hill and has completed all the course work for his Ph.D. Since 1966 he has been an instructor in mathematics at Salem College in Winston-Salem.

Math Department Accolades

Edgar Parker and David Cozart, both junior math majors, presented original papers at the Mathematics Association of America meeting at East Carolina University in March. Guilford was the only small liberal arts college with student papers to quality for presentation.

Jean Ellen Kelso, also a junior majoring in math, has received a National Science Foundation grant to participate in a ten-week undergraduate research seminar in mathematics at Wake Forest University this summer. This is the same program in which David Cozart participated last summer as a sophomore.

David Cozart has been doing more with his math than attending seminars and presenting papers. In consultation with E.G. Purdom and K. D. Walker, David

solved a problem which had Vicks Chemical Co. stumped. A 32,000 gallon alcohol tank was placed under ground in a tilted position so that the dip-stick would not give an accurate measurement. David derived a formula for measuring the contents, which Tom Jones, a senior, computerized to obtain a set of conversion factors.

Revelers Receive Honors

The Revelers Club received "distinguished" ratings at the Piedmont District Drama Festival at Catawba College and at the 45th Annual State Drama Festival at Chapel Hill for their production of Edward Albee's one-act play *The American Dream.* Sally Peterson, a sophomore from Baltimore, Md., received an acting award for her performance in the District Festival. In Chapel Hill, Scott Parker, received one of the eight Hubert J. Philpott Awards in Theater Arts for stage models. Scott, a senior from Chapel Hill, president of the Revelers, directed the play. Other cast members were Steve Wessells, Pam Henry, Marilyn McIntyre ,and Hank Hackett; state manager, Marikay Noah, technical director, Charles White; and Dot Bliss, property mistress.

Two-Time Winner

Coy J. Doty of Winston-Salem, a senior at Guilford, received for the second time a $500 All-American Scholarship from Wear-Ever Alumni, Inc.

William P. Cranford of Raleigh, state division manager for Wear-Ever, and Ted Hardison of Winston-Salem, assistant manager, presented the scholarship to Doty. President Grimsley Hobbs also accepted a $500 scholarship grant on behalf of the college.

This is the second year Doty has received the award as one of the ten leading Wear-Ever college distributors in the country. His individual sales totaled over $23,000 and as a group manager he placed second nation-wide with sales of $60,000.

Seven to Study Abroad

Seven Guilford students will be among the 35 college students participating this summer in Guilford Seminars Abroad, under the direction of Claude Shotts and James McMillan. A three-day conference in Washington, D.C., April 25-27, was held to inform the members of the seminar about the countries in which they would visit and study this summer. The students received briefings from the *Washington Post* European correspondent, officials in the Czechoslovakian, British, French and Italian embassies, and former participants in the Seminars Abroad. The Guilford students are Pam Atkins, Mike Beamon, Martha Carter, Jim Garvin, Janet Ghezzi, Clarence Mattocks and Sue Sherrill.

Faculty Make News

Cyril Harvey has been awarded a grant from the National Science Foundation to participate in a summer field course in "Structures and Origin of Volcanic Rocks." The course which is sponsored by the Geology Department of Wayne State University in Detriot, Michigan, will last from July 8-28. The thirty participants and fifteen staff will do field work at Red Lodge, Montana, Yellowstone Park, and Craters of the Moon National Park in Idaho.

The Society of Biblical Literature (Southern Section) meeting at Davidson College reported that *Dr. Frederic Crownfield* of Guilford's religion department was one of the two most frequent contributors of scholarly papers since the society's southern section was established twenty years ago. Dr. Crownfield served as president of the society in 1954.

Three Guilford professors received grants for research and independent study from the Piedmont University Center. *Henry Hood* and *Alex Stoessen* of the history department, and *William Burris* of the political science department will use the grants, which were matched by the college, this summer. Dr. Hood will be at Oxford exploring the topic of "Conformity in the Schism Acts." Dr. Stoessen's work will be on the Florida Senator, Claude Pepper and Dr. Burris's project will be developing models to explain political behavior.

Dr. Frances Norton, professor of psychology, will be listed in the 1968 edition of American Men of Science, 11th edition, which will be published this year. Mrs. Norton received her doctorate from the University of Iowa and has done post-doctoral work at the University of Michigan.

Jerry Steele, head coach of the Quaker cagers, received double honors in March. He was named the Carolinas Conference and District Coach of the Year. The Guilford College Jaycees presented him their Distiguished Service Award for dedication to his work and the community.

Dr. Lewis Aiken, professor of psychology at Guilford, presented a paper on "Using Monographs in Academic and Vocational Selection" to the Southeastern Psychological Association meeting in Roanoke, Va., April 4-6. Monographs are graphical and mathematical formulas which are particularly useful to counselors and admissions personnel in secondary schools and colleges for such things as admissions cutting scores and predicting a student's achievement in college.

CLASS NOTES



'24

HERSHAL L. MACON, retired TVA economist, is now serving for the year 1967-68 as Visiting Professor of Political Science at the University of Tennessee. He and his wife, **LULAH COX MACON** ('24), live at 3425 Timberlake Road S. W., Knoxville, Tennessee. Their son, Dr. Edwin J., lives in Atlanta.

'30

MRS. SILAS B. CASEY was named High Point's Legal Secretary of the Year for 1968. A native of Guilford County, she graduated from High Point High School and attended Guilford College.

'34

MRS. RUTH KEARNS LAWRENCE has been teaching second grade at Seagrove School since 1951. She writes that her daughter, Mrs. Donna L. Staley, is teaching in Winston-Salem and about to receive her masters degree from UNC-G. Her son, W. Thomas Lawrence owns Oakwood Farms in Seagrove, N. C. and manages it with his brother, J. Gilbert Lawrence.

WILLIAM (NATE) REYNOLDS, vice president of First Union National Bank, is the executive officer of the Goldsboro branch. He worked with Commercial Credit Company in Greensboro and the Scottish Bank of Fayetteville which later merged into the First Union National. Nate was made area coordinator for the installment loan departments of the bank in the eastern part of the state. The Reynolds live in Magnolia Apartments on N. William Street and attend the Goldsboro Friends Meeting.

'35

SETH B. HINSHAW executive secretary of the North Carolina Yearly Meeting of Friends spoke at the special worship service at Deep River Friends Meeting on March 31, for an open house and the first meeting in the recently renovated 93-year-old meetinghouse.

'42

PAUL C. PEARSON was recently elected vice president-planning of the Celanese Corporation. Paul lives at 27 Rotary Drive, Summit, New Jersey with his wife and three children. In 25 years' service with Celanese, he has held supervisory and management positions in three of the corporation's major areas of manufacuting: fibers, chemicals, and plastics.

HAMPTON MORGAN was promoted from vice president to senior vice president of Wachovia Bank and Trust Company in Winston-Salem on April 16. He is in charge of Wachovia's administration department. He joined the bank in 1939, was elected assistant auditor in 1955, named auditor in 1961, and elected vice president in 1967. He has been an instructor for the Bank Administration Institute School at the University of Wisconsin and has attended BAI school for auditors at the University of Richmond.

'43

THELMA C. EDWARDS, an English teacher at Williams High School in Burlington, N. C., was the recipient of the 1966 *Doe-Wah-Jack* yearbook dedication. She was chosen on the basis of her many years of outstanding service to the students and faculty of the school. She is also the advisor to the Tri-Hi-Y and the Masque and Gavel, and teaches the Educable Mentally Retarded.

In April, **JOHN C. TATE, JR.,** a staff manufacturing executive, became vice president in charge of industrial engineering for Burlington Industries in Burlington. He was an area manufacturing coordinator. A Greensboro native, he began his career with Burlington in 1943, as a plant industrial engineer, and has held a variety of staff and manufacturing executive positions.

'44

MRS. FREDERICK W. BRUNKHARDT, the former Shirley Ware, is taking graduate courses at the University of Connecticut School of Social Work. She also works part-time as a social worker with the Child and Family Services of Hartford, Conn. and lives at 50 High St., South Glastonbury, Conn. Her daughter, Pamela, will enter Guilford in the fall.

ED K. OTA is serving as the Associate Director of the Hartford Community Chest.



Guilford's first faculty 1888-1889

'49

HOWARD COBLE of Rt. 10, Greensboro, an assistant county attorney, is a Republican candidate for one of Guilford County's six seats in the North Carolina House of Representatives. Howard, a native of Guilford County, is a graduate of the University of N. C. Law School.

'50

ERNEST H. FERRIS, JR. announced on March 19, that he is a Republican candidate for nomination to the Guilford County register of deeds post.

MARK STEWART, is the incumbent candidate for re-election on the Democratic ticket for Guilford County Register of Deeds. A native of Greensboro, prior to becoming Register of Deeds, he served ten years as deputy in the Guilford County office.

'51

JOSEPH MILLER LEAK and **JUNE CHEVELLETTE LEWIS** ('49) were married January 13, at Kew Gardens, N. Y. They are living at 215-37 Forty-third Avenue, Bayside, New York.

'52

ABNER ALEXANDER, former U. S. Commissioner, is a candidate for the Republican nomination for one of Forsyth's five district judgeships. He has had ten year's experience as a practicing attorney, one year as assistant U.S. district attorney, and six years as a U. S. Commissioner. A graduate of Wake Forest Law School, he is a member of the Forysth County Bar, Forsyth Junior Bar and American Bar Association; and a director of Guilford College Alumni Association. He is married to the former Wynnette Garner of Greenville. They have two children and live at 1120 Irving Street, Winston-Salem.

'54

DR. ROY S. CLEMMONS, Greensboro psychiatrist was recently elected vice president of the Greensboro Chapter of Guilford Mental Health Society.

ROBERT E. SHOAF, JR. was elected assistant secretary of Wachovia Bank and Trust Company in Winston-Salem, on April 16. He is an insurance representative who joined the bank in 1961.

COLLIN R. EDWARDS recently qualified for membership in the 1968 Senior Estate Builder Club. He is with the Greensboro Agency of the Home Life Insurance Company of New York.

GARY P. HILDEBRAND is a supervisor in the Du Pont Company's Plastics Department, Research and Development Division at the Experimental Station near Wilmington, Del. Dr. Hildebrank, a native of Swedesboro, N. J., received his master's degree and doctorate in analytical chemistry from the University of North Carolina at Chapel Hill. He joined Du Pont in 1963, as an analytical chemist in the Plastics Dept. at the Experimental Station.

'56

H. PAGE LEE, of Greensboro, recently was awarded the doctor of theology degree by the Southern Baptist Theological Seminary in Louisville, Ky.

'57

JACK M. PHIPPS of Greensboro has joined Clendenin, Wrenn and Kirkman Realtors. For the past six years he has worked as assistant district sales manager for a confectionary company in this area. He is a veteran of the Navy.

RONALD K. SHEPPARD is an associate engineer in the Programming Validation and Support Department at the International Business Machines' Federal Systems Division here. Mr. Sheppard joined IBM in Huntsville in September, 1966. Prior to his promotion, he was a junior programmer. He and his wife JoAnne reside at 3217 Delia Lane in Huntsville.

'58

ROSE EDWARDS MURPHY and W. R. Barrie were wed February 28.

MRS. BONNIE SPEAS of Pilot Mountain was elected treasurer of the Department of Educational Secretaries of the N. C. Education Association, at the group's 17th annual meeting in Durham, March 7-9. She has been president of the Northwestern District of Secretaries for the past two years. She and her husband Kenneth and their three children live on Volunteer Road in Pinnacle.

'59

ROBERT W. CARSWELL and **MARY** Allen Kern were married February, 23.

They live at 3405 Cloverdale Drive in Greensboro where she teaches at Joyner School and he is employed as a salesman by Pickard-Dunn Dodge, Inc.

WILLIE R. FRYE has been called by the Winston-Salem Friends to succeed the Rev. Victor Murchison. Frye has been serving the Goldsboro Friends Meeting for the past nine years. He has been in the ministry for fifteen years, having served Friends' pastorates at White Plains near Mt. Airy and at Cane Creek near Burlington.

'60

JOHN A. LYNCH of Goldsboro and Gloria Ann Ervin were married March 2. He is a former reporter for the *Goldsboro News-Argus*, and for United Press International in Montgomery, Alabama. He was employed as regional executive for UPI in Virginia and was director of the domestic desk in Washington. He is now editor and publisher of the *Morgan City Daily Review*, Morgan City, La., where he and his wife are making their home.

JOHN E. SHIELDS bought an interest in the Moore-Shields Appraisal Co., Inc. Shields was recently elected a member of the Society of Real Estate Appraisers, having been in the real estate field since his graduation from Guilford College. He is president elect of the Junior Chamber of Commerce.

MARILYN NIELANDER recently became engaged to Jerald N. Cuckler of Scottsdale, Arizona. Both attended Arizona State University. An August wedding is planned.

MRS. NORMA CLARK SALE was married to Charles Franklin Brande on March 30. They now live at 2706 Stratford Drive.

'61

THOMAS D. NELMS, was recently named to the newly created position of manager, administrative services, sales division of Kelly-Springfield Tire Company, Cumberland, Maryland. He joined the company in 1961, and was manager of the Greensboro, N. C., warehouse until 1965, when he was promoted to operating manager, warehousing and customer service department in Cumberland He and his wife Lorene, and their children live at 136 N. Bel Air Drive.

'62

RALPH EDWARD McCLELLAN and Nancy Cross were wed March 2. They live at 310 Nutbush Circle, Jamestown, where she is employed as public service director of WGHP-TV in High Point. He is employed as a registered representative for Investment Fund Services of Charlotte, working out of Greensboro.

CHARLES ROBERT FORRESTER and Lila Faye Hovis of Emlenton, Pennsylvania, were married on March 17. They will live at 2314-E Golden Gate Drive.

PAUL R. FENTZKE and his wife, the former **JOAN LEE SEELEY** ('62) live at 11 Dederer Street, Tappan, N. Y. with their two children, Ingrid, 4 and Eric, 1½. Paul recently joined Boris Kroll Fabrics, Inc., as Technical Manager of Dyeing and Development

MARY GREENWOOD WALKER and her husband Herman now reside at Box 498, Exmore, Virginia, near the Bay Bridge Tunnel. She teaches in high school, and her husband practices law.

DANNY W. MOORE recently received his M. S. in psychology at Richmond Professional Institute. He will enroll in June, at N. C. State University as a N. C. Community College Intern, pursuing his doctorate in adult education. He and his wife Anne live at 213 Country Club Drive, Eden, N. C.

SARA LOU PHILLIPS CARDWELL and her husband Ronald announce the birth of a daughter, Lee Ann on February 12. They are living in Rockville, Md.

LINDA LAWSON LOPP is now living in Thomasville, N. C., where she is teaching at Mainstreet Junior High School. Her husband Kent is the owner-operator of Bridges Department Store in Thomasville.

'63

MARGARET SEYMOUR of Goldsboro, was recently cited by the Army newspaper *Frontiersman* as "a good example of why everyone should complete his education." She is a fourth grade teacher at Seoul American Elementary School in Korea, and coached the tennis team last year.

DR. STUART B. FOUNTAIN of High Point will return to the University of N. C. at Chapel Hill next fall as assistant professor of endodontics at the School of Dentistry. For the last two years he has been a research fellow in the Dept. of Oral Medicine at the University of Pennsylvania School of Dental Medicine. He is a graduate of Davidson and received his dental degree at UNC.

KENNETH JAY MILLER, of Greensboro, and his wife Deborah recently had their second child, Stacy Lynn, born April 6. Their first child was a son, Cyrus David. Kenneth is an account executive with Merrill, Lynch, Pierce, Fenner & Smith.

BUZZY FAY (Swamscott, Mass.) is completing his third year of graduate work at Florida State. He has completed all requirement for his Ph.D. except the dissertation.

WENDELL C. HAMPTON and Shirley Leigh Johnson were married February 10, in Westfield. She is a bookkeeper at Wesley's, Inc., and he works in the sales department. They live at 1520 S. Hawthorne Road, Winson-Salem.

HOWARD McCOY BRAXTON, JR. will be head basketball coach next year at the College of Albermarle, where he was assistant professor of physical education. His wife **PATSY MALLARD BRAXTON** ('65) is a guidance counselor at Elizabeth City High School where she "continues to send students to Guilford." The Braxtons live at 1412 W. Church Street, Elizabeth City.

LARRY BIGGERS, formerly employed by the Travelers' Insurance Co. in Charlotte, N. C., has joined the Charlotte office of Bache and Co. as a registered representative.

KATHRYN PARRY of Moorestown, N. J., was married September 26, 1964, and is now Mrs. Frederick Martin. The Martins live at 236 South Seventh Street, Philadelphia, Pa., and have a son, Alan, born June 23, 1967.

'64

ANITA ROSS was special guest March 28, at a dinner given by the Business and Professional Women's Club. She is the local Greensboro nominee for the Partnership with Young Career Women project and is a legal secretary with Egerton, Alspaugh and Rivenbark, Attorneys. She enters district competition on April 20, and is currently serving as the first woman president of the Guilford County Young Democrats Club, of which she is a past secretary. Also she is a past president and secretary of Delta Beta Chapter of Beta Sigma Phi Sorority.

MARY HAINES BURT of Julian, N. C., and Joseph Franklin Welker, Jr., were married Saturday, April 13.

ELWOOD PARKER, who will join the mathematics department at Guilford next fall, has completed his course work for the Ph.D. at UNC-Chapel Hill.

DANIEL B. GREGORY of Greensboro has been promoted to assistant cashier by North Carolina National Bank .

PAUL M. BULLARD is the new manager of the Continental Underwriters, Inc., Life Insurance division. Previously

he was with Metropolitan Life Insurance Co. where he earned several awards for outstanding sales.

G. DILLARD NORMAN of Martinsville, Va., is the customer service regional manager of American Furniture in Martinsville. He and his wife Patsy live at 714 Parkview Avenue, with their son Dillard Scott, twenty months old.

JOHN FREDERICK JONES III and Marroca Ann Walden, both of Greensboro, were married March 19. Mr. Jones is a professional photographer and a member of the National Guard. The couple live at Holiday Manor Apartments, 1611-H 16th Street, Greensboro.

'65

WILLIAM ANDREW SIMMONS recently completed two years of teaching mathematics at a secondary school in Nigeria as a Peace Corps Volunteer.

ROBERT E. HELMS of Morganton has joined the Avery-Nornell Company as head of its property management department.

ROBERT RAY QUAKENBUSH and Carlon Woolard were wed February 24. They live at 5401-D Friendly Manor Drive, Greensboro. She is a secretary to the solicitor of Municipal County Court and he is a salesman with Hunt and Company.

ROGER C. GIBSON is a Republican candidate for one of six Guilford seats in the House of Representatives. He is an employee of Travel and Dollar Stamp of Greensboro and a native of Riverdale, Maryland.

DOUGLAS RAY WILLARD and Linda Joan Moore were married March 30, in Charlotte, N. C. They now live at 802 Brookside Avenue, Charlotte.

CHARLES RICHARD WOOD and Rebecca Joyce Carter were married on April 7, in Winston-Salem. He works for Warren Brothers in Winston-Salem, where they now live in Colonial Village Apartments.

JASPER L. ROGERS and his wife Polly have a son, born December 23, 1967. He is the warehouse foreman for Mallinckrodt Pharmaceuticals of Raleigh, N. C. They live on Route 1, Wake Forest, N. C.

'66

MARY PENN BURTON and Thomas Arthur Parrish, Jr. were wed February 3, in Stuart, Va. They are living in Saluda, Va., where she is a counselor for the Virginia Employment Commission and he, a recent history graduate of UNC-Chapel Hill, is enrolled in the Army Officer Candidate School.

KIMREY DAYTON NEWLIN was married to the former Beverley Jane Agnew of Hodges, S. C. He is finishing his M.S. degree in Agricultural Economics at Clemson University where he was recently elected a member of the Gamma Sigma Delta and the Honor Society of Agriculture. He has accepted a job with the Army Material Command, and following graduation in August, plans to do further graduate study at the Red River Army Depot in Texarkana, Texas.

RUDY GORDH is completing his second year at the University of California, Riverside.

JOHN SAMUEL and his wife, the former **JUDY MOIR DANIELS** ('65), are living at 4610 Frazier Avenue, Fort Worth, Texas, where he is working toward a masters degree in religious education at Southwestern Theological Seminary . Judy is teaching speech therapy at a rehabilitation center. They were married August 27, 1967 in Walkertown, N. C.

'67

Army Private **RICHARD B. WALDRON,** 25, of Charlotte, N. C., was assigned as a clerk in Battery A, 1st Battalion of the 24th Infantry Division's 34th Artillery near Munich, Germany.

Seaman **WALTER P. LINEBERRY, JR.** and Lola Jean Gray were married February 4. They live at 512 University Drive. He is in the Naval Reserves and she works for Western Electric, Inc. of Greensboro.

SUE CAROL WARREN and Allen Keith Teasley were wed February 23. They live at 2803 Shady Lane Drive, Greensboro, where she is a stenographer in the traffic department at Sears Roebuck and Co. and he is a service technician with Friden, Inc.

WILLIAM A. BULLARD and Carolyn Joan Puckett were married March 2. They live at 2101-A Sutton Drive in Raleigh where she is a secretary in the church music department of the Baptist State Convention and he is employed by Gaddy Real Estate and a member of the Marine Corps Reserve.

RICHARD RAYMOND ROBBINS was married to Bonnie Kay Meadows on March 16. They will live on Route 3, Greensboro.

HARRY GARDINER is a first-year student at the University of California.

NANCY BLANCHE PAGE and Clifford Charles Staudinger, Jr. were married March 22. They will live at 2022 Opal Street, Greensboro.

ROBERT COX has been promoted to department manager at J. C. Penny's newly opened North Hills Shopping Center store in Raleigh, N. C. He joined Penny's in 1964 in Danville, Va.

BILL PARTIN, JR., and Judy Carol Peel were married June 4, and are living at 2086 Neil Avenue, Apartment 31, Columbus, Ohio. They are both attending classes at Ohio State University.

HARRY JOE JOYCE and Patricia Ann Hall were married April 13. The couple will live at 305-F Duncan Road, Raleigh, N. C.

RICHARD SPENCER CROSS is presently employed as New Products Editor for *Commercial Car Journal,* of the Chilton Publishing Co. in Philadelphia, Pa. He lives at 125 E. Levering Mill Road, Bala Cynwyd, Pa.

DAVID OSTEM is doing an excellent job in his first year at the University of Georgia.

'68

DOYLE GATHER MARLEY and **LYNN SHERRILL MARTIN** ('68) were married March 23. Mr. and Mrs. Marley were graduated from Holmes Theological Seminary and he was named to Who's Who at Guilford. He is pastor of Stoneville Pentecostal Holiness Church. Both Mr. and Mrs. Marley will graduate from Guilford.

GARY JOHNSON has received offers for grants for graduate study next year. He has selected the University of Tennessee.

MICHAEL EDWIN HAYES of Greensboro and Carol Madoleen Thompson of High Point were married March 23. They will live at 3710 High Point Road in Greensboro. He is employed parttime as personnel director of Southern Building Maintenance Co., Inc., and after graduation will enter the armed forces.

'69

CAROL MARGARET HARRIS of Madison and Steve Darnell Joyce of Wilmore, Ky. were married March 10. Mr. Joyce is a junior at Asbury College in Wilmore and in the Army Reserve in Lexington, Ky. Mr. and Mrs. Joyce will live at 211½ N. Maple Street in Wilmore.

'70

Airman **LARRY F. HUNTER** recently completed basic training at Lackland AFB, Texas. He has been assigned to the Air Force Technical Training

Center at Lowry AFB, Colorado, for specialized schooling as a missile electronics specialist. He is married to the former Linda Coleman of Greensboro.

In Memoriam

'05

DR. JAMES OBEDIAH FITZERALD, JR. died at the age of 81 on March 20. He was a well-known physician and amateur photographer in Richmond, Virginia, where he lived at 305 N. Allen Avenue. He was elected president emeritus of the Camera Club of Richmond in 1945, and exhibited 60 of his best prints at the Smithsonian Institute in Washington in 1945. He was a past president of the Richmond Chapter, Alumni Association of Guilford College, a life and cornerstone member of the Photographic Society of America, member of the Top Photographer's Society, and author of many medical articles.

'06

DR. SAMUEL S. IRVIN died March 3, in Margaret Pardee Hospital at Hendersonville, N. C.

'29

PATRICK M. STUART, 61, of Goldston died March 4, at his home in Siler City after a heart attack. He was a Guilford native, vice president of First Union National Bank, and a member of Guilford College Friends Meeting.

'42

ROBERT P. MASON of 2007 Pembroke Road, Greensboro, N. C. died March 21.

'59

CLAUDE EUGENE (GENE) WHITE 30, of Winston-Salem, was killed on April 13, in an automobile accident. He was a reporter for the *Twin City Sentinel.*

'65

Marine Captain **ROY GRIFFIN** was killed in action in Vietnam. While a student at Guilford, he played football and was vice president of the Day Student Committee. He is survived by his wife, the former Etta Overman, and two children, who live in Wallace, N. C.

Association news

Commencement

Dr. John R. Coleman, president of Haverford College in Haverford, Pa., will deliver the commencement address at the 131st graduation exercises at Guilford College, Sunday, June 2.

Dr. Clyde A. Milner, president of Guilford from 1934-1965 will give the baccalaureate sermon at the 11 a.m. service in Dana Auditorium.

At 2:30 p.m. in Dana Auditorium, Dr. Coleman will address the approximately 250 seniors who will receive degrees in the arts and sciences.

A former executive of the Ford Foundation and dean of the Division of Humanities and Social Sciences at Carnegie Institute of Technology, Dr. Coleman became the ninth president of Haverford last October.

From 1960-1961 he was a consultant on industrial relations research and management development for the Ford Foundation in New Delhi, India. In 1956, he joined the foundation as associate director for its program in economic development and administration.

Dr. Coleman was president of the United States Association of Pittsburgh and is on the national board of directors of the United States Association of the United States. He has also been vice president of the Negro Emergency Educational Drive and director of the Urban League of Pittsburgh.

Chapter Presidents

Eleven chapters of the Guilford Alumni Association have elected or appointed presidents for the 1968-69 year. The chapters and the presidents are Robert Ralls, Asheville, N. C.; W. L. Charlton, Goldsboro, N. C.; Brayton Heath, Murfreesboro, N. C.; Mrs. Lillian O'Briant, Asheboro, N. C.; Mrs. Mildred Hussey, High Point, N. C.; Max Welborn, Yadkinville, N. C.; Miss Elizabeth King, Burlington, N. C.; John Shore, Winston-Salem, N. C.; Harold Hunter, Mt. Airy, N. C.; Lee Morgan Raiford, Atlanta, Ga.

Lost Alumni

The Alumni Department needs your help. Ninety-four Guilford alumni are lost, or more precisely are missing from our mailing files. If you know the correct addresses of any of the missing alumni, we would appreciate receiving them.

Martin Ullman '50

Arthur D. Caudill '62

Joseph McCray Holmes '58

William Oliver Vivian, Jr. '61

John W. Lipscomb '41

Woodrow Fordham, Jr. '61

Alvis Eugene Campbell '66

Franklin R. Smith '57

Mrs. Walter Gainey '26
(Gladys Futrell)

Mrs. Wesley Brocks '28
(Mattie Sutton)

(Continued on Page 33)

Mrs. Milo M. Wolff '49

Nancy Jo. Angotti '64

William M. Eskridge '66

Harlan James Hudson '63

Mr. & Mrs. Garrett Pettingell '50
(Barbara Pearson) '51

Marion Ellen Austin '61

Maj. Robert L. Bailey, Jr. '43

Mrs. Gerhard Wuensch '60
(Nancy Lee Rust)

Claude Kendrick Vestal '37

Fred O. Smith '41

John Haines Packer '55

William Breazeale Maddox '43

Elizabeth Ann Hunter Lamphear '67

Jerry T. Jennings '60

William Henry Gahm, Jr. '64

Mrs. H. B. Forney '46

Susan Garner Davidson '67

Cophine Crosman '48

William Crater '50

Mr. & Mrs. Charles R. Collins, Jr. '56

James Oscar Bailes '66

Page Schoffner Johnson '66

Mrs. Archie W. Beck '52
(Doris Grogan)

John J. Pershing Kincaid '43

Robert B. Swindell '63

Gayle Weave Braxton '63

Mrs. Don F. Funderburke '55
(Betty Lane Humble)

Ellis M. Farris '61

Mrs. Jerry M. Wilson '59
(Reba Peddycord)

Lloyd Arnold Smith '64

Bob Borman David Forhan '66

Clara Atkinson '58

John Boddie Crudup, Jr. '67

Gerhard Friedrich '42

Dr. Ronald Max Hahn '54

Paul Cooper Pearson, Jr. '42

Clara B. Henley '22

Charles Griffin Averette '67

Eddie Monroe Billings '66

Arthur William Bloom, Jr. '60

BuChoon Chung '65

Joseph Lindsay Caudle '59

David Vernon Deal, Jr. '67

Gail Gullette '67

Ricky Lynn Hartline '70

Mrs. Henry Hugerty '47
(Dorothy Hersey)

Peter Keegan '53

H. Kenneth McKeown '56

Mrs. Walter A. Bunch '22
(Patsy Lowe)

Mrs. Haskell A. Allen '58
(Peggy Blair)

Mrs. Harold C. Mahler '57
(Sarah E.White)

Annie Elizabeth Gray '32

Mrs. Walter P. Croswell '61
(Maxine Baker)

Harvey L. Marshall '51

Thomas Richard Brown '39

Dianne Swaine Grant '65

George F. Pfaff '52

Mrs. George Lynn Gaines '60
(Juliana Mary Trimble)

James Gaston Huckabee, III '67

Rebecca Corinna Hendrix '67

William L. Burnett '55

Ricky Lynn Hartline '70

Marianne Davis Griffith '65

Donald Young Moser '61

Linda Kay Smith '63

Jane H. Marshall '44

Ralph Simpson

Carolyn Louise Gooden '64

Peter L. Gordon '65

Mr. & Mrs. Larry Richard Cates '57
(Martha Blanch Lane) '58

Michael Edwin Samuels '64

James S. Williams '64

Clarence William Thompson '31

Lt. W. E. Williams, III '63

Mrs. Charles L. Echols '57
(Ann Rae Thomas)

Mr. & Mrs. Charles W. Davis '56
(Agnes Paul Stem)

Mary Elizabeth Squires '52
Banks Chandler Doggett, Jr. '51

James Kitner McLees '56

Claude Herman Farrell, III '60

Mrs. John B. Howell '54

Eugene F. Moore '44

James G. Finch '51

Donald Haven Lathrop

ALUMNI ISSUE JUNE, 1968

GUILFORD

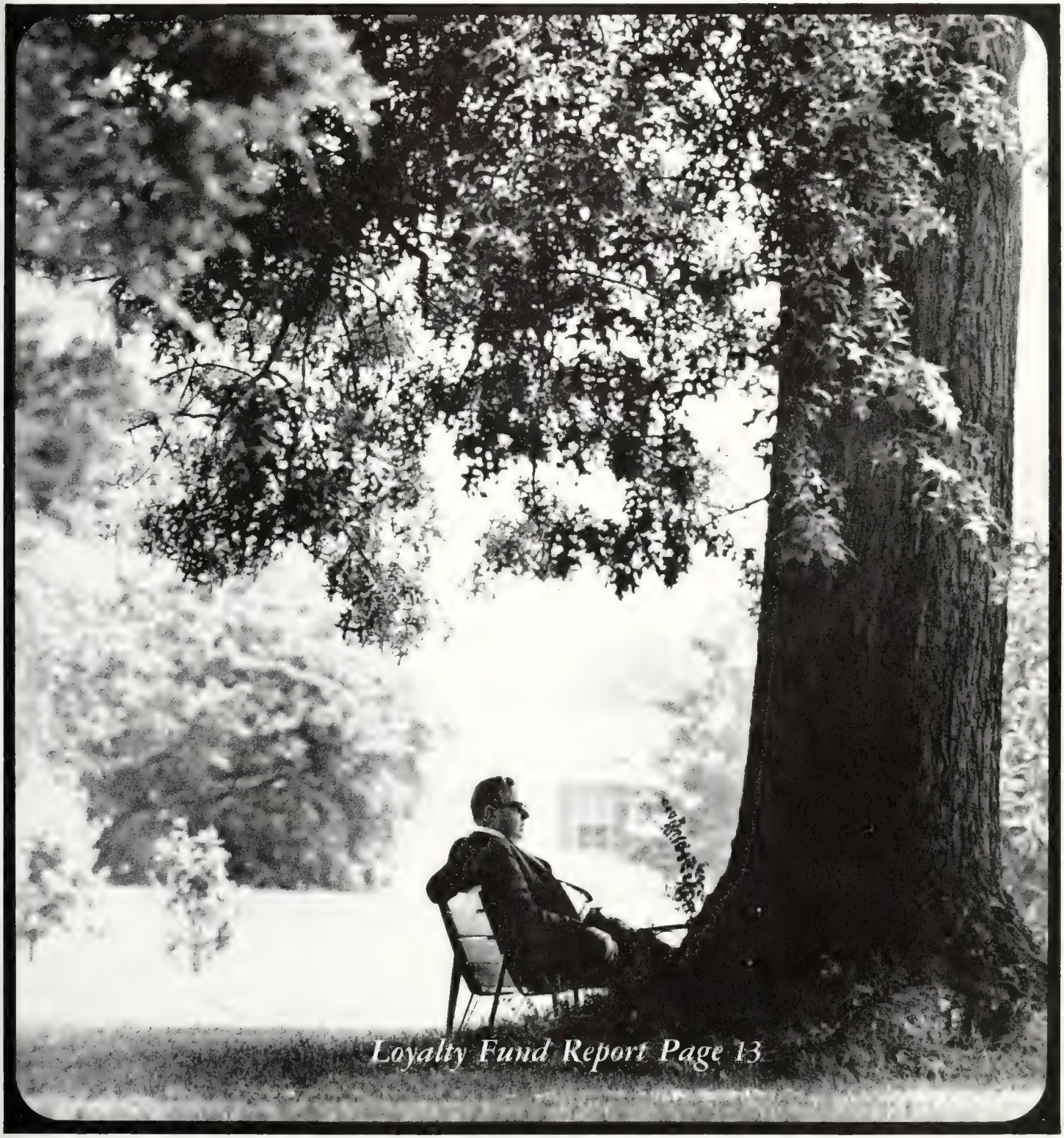
COLLEGE BULLETIN

The Guilford College Alumni Journal is published as a monthly bulletin in September, December, March and June. Second class postage paid at Greensboro, N. C., 27410.



Guilford
Alumni Journal

SEPTEMBER 1968



Someone once said that commencement in the spring of each year does not mark the end of a graduate's education, but is only the beginning of his total learning experience. In short, commencement *is* a commencement to learning, a commencement for the continuing education of each individual.

Your Alumni Association, Department of Alumni Affairs, and Department of Information Services and Publications are aware that most alumni wish to be informed of new developments at their alma mater while also keeping abreast of developments in other fields.

If one is no longer attending Guilford College nor pursuing formal education, then how does he continue his education? There are a number of ways to accomplish this, and in the next few moments I intend to inform you of how the college and the Alumni Association hope to meet the responsibility of offering you a continuing education program.

The *Alumni Journal* will include information about college events and developments, as well as other articles which we feel will be of interest and of value to you.

Another form of continuing education is the alumni seminar, the first being held Alumni Day last June. A number of other events, also with continuing education in mind, will occur on the campus this year. Please refer to the section on the arts series for a schedule of visiting lecturers, concerts, and plays.

Regretfully, the *Alumni Journal* cannot always convey the feeling of personal concern which Guilford has for its alumni. Therefore, this personal interest will be manifested through annual alumni chapter meetings. It is the desire of the Alumni Association Board of Directors to begin upgrading and creating alumni chapters across the United States wherever substantial numbers of alumni reside. Various faculty and staff members of the college will be present at these meetings to present their thoughts and experiences concerning topics of interest. It is hoped that you will find this forthcoming experience very rewarding, that you will give your local alumni chapter your fullest support, and that you will return to the campus for available programs.

Guilford College, the Alumni Department, and the Alumni Association Board of Directors are making a genuine effort to give you a new and rewarding educational experience. In order to accomplish this, we need your constructive suggestions and ideas, such as topics for discussion at chapter meetings, improvements in the journal, and programs for your participation. I encourage you to inform the Department of Alumni Affairs of your ideas and ways in which we may better serve you. It is your Alumni Association, and it can only be as active and beneficial to you as you wish it to be.



William Benbow, Director of Alumni Affairs

'. . . Without Regard to Race, Color, or Creed'	2
Hippies	4
Seven Athletes Sign with Pros	8
Guilford College Arts Series	10
2nd Annual Loyalty Fund Report	13
On Campus	23
Class Notes	28
Osteen Heads Ticket of Alumni-Politicians	32

Guilford Alumni Journal

GUILFORD COLLEGE GREENSBORO, N. C. 27410 SEPTEMBER 1968 VOLUME LX NO. 17

Editor: George B. Roycroft
Director of Development: Al Wheeler
Director of Alumni Affairs: William Benbow

The Guilford College Alumni Journal is published as a monthly bulletin in September, December, March and June. Second class postage paid at Greensboro, N. C. 27410

COVER: *Delegate to the Friends' Yearly Meeting relaxes in the cool shade in front of Dana Auditorium.* (photo by Claude McNeill)
BACK COVER: *New Garden Hall* (photo by Dave Owens)

'... WITHOUT REGARD TO RACE, COLOR, OR CREED'

By **GEORGE ROYCROFT**

Slum dweller. Middle-class suburbanite. Bearded philosopher. Crew-cut athlete. Dark skinned foreigner. Backlash conservative.

Each stereotype character and the shades of variation between make up Guilford College's conglomerate student body.

In the words of Dr. Grimsley Hobbs, college president, the "emphasis is upon 'balance'. We are trying to bring in a number of students of varying economic, social, and ethnic backgrounds." Increased scholarship aid is being provided for the foreign student, the underprivileged and culturally deprived, for as he says, "These people need an opportunity." He is hopefully aware, too, of their contribution to the college.

The list of entering students gives evidence of the college's strides in recruitment during the past year. Of the 408 incoming students, approximately 57 percent are from North Carolina. The rest are residents of some 19 different states and seven foreign countries. A map pinpointing student home towns would patchwork primarily the Eastern States; foreign born would be dotted in Canada, Chile, Dominican Republic, England, Ghana, Nigeria, and Puerto Rico. However, the most dramatic achievement in attaining a representative student body has been in the enrollment of 29 new Negro students.

Director of Admissions Bruce Stewart sums up the efforts: "Guilford is actively seeking Negro students in the same way it seeks a distribution of students based on geography, religion, et cetera."

Stewart rolled back in his swivel chair and added, "Many schools have recruited Negroes to play football or be in the band. They've gone after the few who will be All-America or Phi Beta Kappa. Guilford has sought out good, steady kids."

The entering Negro student, like his fellow white student, is cut from no particular pattern. He may be the son of a prominent surgeon or the daughter of a day laborer. Maybe, he or she has no idea of bloodlines at all. The one trait common to some two-thirds of them is "financial aid." At least eight are on academic scholarships, four on athletic scholarships, and one is on a music scholarship. At least half are receiving "significant" financial assistance based upon need. Several foundations, among them the Sternberger Foundation of Greensboro and the Freedmen's Association of Philadelphia, have endowed the college specifically for Negro scholarships.

Why has Guilford College, after more than 131 years, suddenly begun a concerted effort to attract Negro students? Bruce Stewart answers the question this way: "Number one and paramount, 'It's the right thing to do.' We're a Quaker college and Quakers traditionally have had an interest in social justice, equal rights, and the dignity of all men."

Without pondering a moment, Stewart relates a second reason, "The tragic assassination of King and the Kennedys, three men who championed the downtrodden and promoted education as the route to self-betterment." Thirdly, he mentions the domestic crisis, adding, "We must educate men so they can sit down and reason together."

"Finally, Guilford hopes," says Stewart, "to provide a good education for all. A liberal education is a misnomer unless white students have contact with both foreign and Negro students and vice versa."

Though 29 new Negro students will join some half dozen already attending classes at Guilford, the college still remains approximately 96 per cent white, characteristically Southern, and largely conservative.

The "emphasis is upon 'balance'. We are trying to bring in a number of students of varying economic, social, and ethnic backgrounds." —HOBBS

Those generally in tune to the tenor of the campus air are unready to assess the affect of the increasing Negro enrollment. Dr. William Lanier, dean of students, states: "I know we have many students who will accept Negro students; I know also we have students who will remain aloof."

The sage dean, peering through black-rimmed glasses, cautiously states, "I see no difference in having a half dozen or thirty Negroes, other than it gives them a better social life." Lanier cites one major factor for Negro college dropouts as the lack of social life for those attending predominantly white institutions. He points out most are not interested in interracial dating.

Lanier, concerned with the Negro student's adjustment to Guilford, is arranging special counseling services for them. He believes, too, that "parent families" in the local Negro community can aid the student by offering a home-like retreat while being away from home. However, preferential treatment for this segment of the student population ends here. "Room assignments," says Lanier, "are being made at random." He qualifies his statement somewhat by adding that some upperclassmen have already been polled as to whether they would room with a student of a different race.

The matter of room assignments and pupil-teacher relationship is of primary concern to the handful of Negro students already attending the college. Meri-Li Douglas, a junior sociology major from Greensboro, indicates: "Negroes are very sensitive to their treatment in the classroom." Discrimination on the campus, she describes, however, as being only "very subtle." Meri-Li, a dormitory veteran of one year, has experienced no particular problems with her white roommates. Dormitory chit-chat, she says, often is about racial and cultural differences. "White students want to learn about Black people, but they sometimes ask questions that seem ridiculous to me. They are full of misconceptions."

The arrival of more Negro students will be "personally helpful," says Meri-Li, looking forward to an improved social life. She adds, "And it will be helpful to white students to have more Negroes."

It is anticipated the quadrupling of Negro enrollment will have a real impact on student life and the campus. Already, Meri-Li and others are drafting proposals to be submitted to the faculty's curriculum committee for the inclusion of courses in Negro literature and history.

She has other plans, too.

"Very definitely I would like to begin a Black student organization on campus," says the enterprising young coed. The role of such a group, she describes, would be to "incorporate Negro courses into the curriculum, perpetuate Black culture, and make white America aware of how much Negro culture they've absorbed." With her voice straining a bit, she jabs the air with a slender finger pointing "soul music," cornbread, and collard greens as all rooted in Black culture. In a last effort to get her point across, she queries, "How many people ever heard of Marcus Garvey? Why he's the Black Nationalist who actually started the Black revolution after World War I."

Meri-Li Douglas is a Negro student who sees herself with a mission—promoting better understanding between men. Forthrightly she assesses Guilford College's appeal to Black students: "It is as good a place to teach as it is to learn."



a 'well-past forty' professor writes of life among the hippies

By **David Stafford**

I would like to tell you in very informal fashion about our several weeks in San Francisco and Berkeley; our casual chats or discussions with hippies, professors, housewives, parents, public health people, psychiatrists, etc.; and the insights from this amalgam of non-drug-induced consciousness.

I would like to be able to do this because many of the people we saw and met were people of college age, and their problems and conditions revealed in stark outline many of the issues and frustrations of our time and of our society. It is easy to *obscure* these in comfortable, middle-class academic circles, tinged with humane and liberal values and the lingering warmth of religious fires. Probably it is best to obscure them for the mediocre. However, I am sure it is not possible ultimately, and I would not wish to make the mistake of trying to give a "guarded education" in a 20th-century T.V. and nuclear-age world.

A newspaper article written since our return reports that the hippie movement is dead, the "psychedelic shop" closing, and the hippies going home. I remarked "Good! They listened to us after all." But in my heart I knew I was wrong. The problems remain, whatever the particular movement or vehicle of the moment, and I am sure the death notice is vastly premature, to say the least.

I confess that our first reaction on viewing the mass of tragic, yet appealing, young people on the edges of Berkeley, in Haight-Ashbury, and on the corners of the Tenderloin in San Francisco was: "Thank God, we don't have to rear our children here!" And I confess that some of that attitude still remains. I, however, would like our children and our readers to be vaccinated, to gain immunity, to be protected from the disease without illness. Perhaps that is what these next words are really all about.

We lived, largely for reasons of economy and convenience, in a rather deteriorated apartment—one room, refrigerator, and bath. Many of our neighbors—renting by the week— were pre-, present-, or just post- "hippy." Many of them were practicing the world's oldest profession rather obviously. (My wife Maude pretended not to know of their activities and found them warm, friendly, likeable, or pitiable human beings.) This is probably the most difficult thing to convey about our feelings. We had come prepared to be detached, to look down upon, perhaps to resent these lazy, parasitic, disorganized, and immoral people. We found ourselves instead interested, pitying, sympathetic, loving, and concerned.

The *pathos*—there is no other word, overused as it is — of these people was overwhelming. Most of the wierdly dressed — and hair-dressed — young-

EDITOR'S NOTE:

Dr. David Stafford, chairman of the sociology department, chose to live among San Francisco's hippies while engaging in post-doctoral studies at the University of California at Berkeley. This article about the hippie subculture is adapted from letters written by Dr. Stafford to his teenage children.

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sters on the corners, the cable-cars, and the busses were truly "gentle" people. They were so in the sense of being basically kind, unaggressive, even polite, but not in the class-conscious meaning of the term. They, often having little else to do, were ready to talk, to joke with, to needle and even to listen to passing strangers.

The dress of many was bizarre, reminding one of the morning after a drunken orgy or a fancy-dress ball or the inhabitants of bedlam suddenly released at noon. Others wore costumes that were truly esthetic, having style and verve that was somehow an authentic mark of the individual and a genuine reproach to the ugly and uncomfortable clothes worn so often in a world of mass production. Far too many costumes, of course, were pretentious sham — outrageous and inappropriate ornaments bought from the nearest flea-market: chains, feathers, balls, medallions, cocked-hats, broad belts, pointed boots, blankets with head-holes, and pseudo-Indian garb. Some of the dirtiest and most unesthetic had a sort of aesthetic of *grotesquerie*. Some were clever caricatures of the sham and pretensions of middle-class society; they wore elaborate collections of medals and ribbons or ostrich-plumes surmounted by magificent or comical or grotesque beards and cockaded hats. Wrist-bands, arm-bands, cumberbunds, and unconventional hairdos — often calculated to emphasize superb features or wonderful feminine form or masculine muscular development were frequent. Every flamboyant style could be noted: ear-rings on males — usually large and more remniscent of audacity or piracy than of effeminacy — were often in evidence. Gender was not always immediately apparent or decipherable, however.

The mildness of the climate of the area, coupled with the fetish or the actuality of poverty, gave excuse for the briefest and simplest of costumes: shorts, T-shirts, and sandals or bare feet. The bare feet, or barely sandaled feet, were everywhere. Dirty feet were the only concession that some made to the protest against middle-class American obsession with plumbing and cleanliness. Many of these young people were clear-eyed and obviously clean of body and hair and clothing— *except* for the dusty, unclad feet, and these were probably actually cleaner than those of the sweaty-socked and shod. The protest against the cleanliness neurosis was, unfortunately, frequently overdone in some groups and degenerated into slovenliness — unattractive, unhygenic, and dangerous. The hepatitis outbreaks were not surprising. Indeed, one could only wonder why they were not more overtly accompanied by lice, scabies, and the marks of malnutrition.

Perhaps equally disastrous according to public health officials, concerned medical personnel, and even the hippie newspapers — is the increased incidence of veneral disease. In their understandable protest against the stultifying and repressive Puritanical morality, as in the protest against the plumbing psychosis, the door has sometimes been opened to tragic excesses and disastrous consequences. Not all freedom is responsible liberty; for some, it degenerates quickly into license, exploitation, and promiscuity — ugly, middle-class words, but not inaccurate. Contrary to Holden Caulfield and *Playboy*, not even all good *physical* sex is good for all concerned or without consequences, and the removal of almost all restrictions certainly leaves many of the youngsters vulnerable. The very young, especially, were open to exploitation and to sexual adventures that were nightmares, instead of exultant, creative and tension-releasing relationships.

Yet, not all. Some revelled in good sensuality, enjoying sex with the same uninhibited gusto with which they approached food. But what of their partners? Again, wide variation. Perhaps our society will come and is coming to the place where we will allow young people much more freedom for experimentation in this very complex and difficult area of adjustment and interrelationship. But, as with cleanliness, there are limits. Some of the intense youngsters who have to learn the hard way are feeling out these limits and finding them.

VD can be annoying, devastating if untreated, and capable of permanent warping and souring of human trust and relationships whether or not the carriers are fully aware of their burden. But, it is relatively simple and capable of technical prevention, treatment, and control.

One parent has written: "I saw my son change from a straight-thinking boy to one who thought deviously. The change in thinking is one of the most frustrating and most harmful things that goes with drug use. Slovenliness is part of drug-induced behavior. They just do not have the energy or drive to exact the effort it takes to look acceptable. And another striking thing that goes with the use of drugs is the appeal of the outlandish and bizzare. Also, drugs seem to annihilate the capacity of long-range thinking or planning."

A substantial proportion of the drug-users — and I'm afraid a goodly number of others — do end in psychopathic

wards. And, one has the feeling that a good many actually do belong there; they are closer to diagnosable paranoia or schizophrenia than to any brave new world or mystical insights, drug or non-drug induced.

Many, many others do not fit with the psychotic or the drug addicts at all. Indeed, I must resort to a sort of formal categorization I meant to avoid here. It wrecks the informality; it is impressionistic and unscientific, inadequately supported and sampled, but perhaps it communicates.

There is not a single organization or philosophy of the anti-establishment, hippies, freebies, or what-not. This most radically individualistic of cults — both in its excesses and its insights — is, to me at least, reminiscent of the ferment of rebellion in 17th century-England, out of which developed the Seekers, the original Diggers, and the Quaker "Publishers of Truth". But you will recall many other sects and cults described as "disordered in their intellectuals" even by the Quakers, also came forth during this period. Thomas Carlyle thought George Fox to be in " . . that most unhappy of all states — too disordered for normal society but not sufficiently disturbed for Bedlam!"

In any case, we observed several different types and categories among these individualistic people, who, like most nonconformists, are sometimes depressing in the rigid triteness of their nonconformity!

There were the "pseudo-hippies," estimated to be the majority of the hippie population. These are youngsters who may be only weekend or "part-time" hippies, exploiting the trend and the "happening" for kicks, a lark, the tourist trade, or simply a "convention-like" letting off of steam and escape from usual workaday repression. I actually observed neat, well-dressed youngsters go into wig shops where they apparently had lockers and reappear as outlandishly costumed and coiffured hippies. Some of them were members of musical groups successfully exploiting the teen-age market, but there were more. My observations did not lead me to believe that I was seeing *only* the members of these bands nor isolated plain-clothes policemen.

A "sub-type" of pseudo-hippie, at least according to some of the youngsters, would be the "hanger-on." These are described as "mixed-up-kids" who have no cause, no art, no philosophy, no religious search, but who simply like the pose and the escape from boredom and responsibility. The artists, particularly, seemed to resent this type. One remarked: "They want to live like artists — Greenwich Village, et cetera — but there is no purpose to their poverty, no magnificent protest, no meaning to their renunciation of middle-class standards — just disorganization, stupidity, and squalor."

A second major type, perhaps not entirely distinguishable or separable from the others, would be made of youngsters who wish, not that "God were dead" but that "Dad were dead" (or perhaps quite as often, that Mom were). These are legion. A tragic by-product of the publicity is the number of the very young — 14 and 15 year olds, girls as well as boys — whose rebellion now threatens to take or actually *does* take the form of "running away to Haight-Ashbury" or one of its numerous counterparts. Which of us, as adolescents or younger has not threatened to or actually run away (usually around the block and back at dark)? But it is sometimes a very long block and very dark indeed before one returns from Haight-Ashbury.

A third general type may be characterized as "escapist," but here again, the varieties are legion and the overlap great. The most notorious, of course, are the drug users. Some started the quest in genuine belief in the potential usefulness of a "conscious-expanding" experience — a kind of drug-induced mystical experience alleged to have some of the psychologically unifying and integrating results of the thing experienced by George Fox or St. Paul. Perhaps the pseudo-religious and the alleged scientific motivations fade rapidly, but we met few who made pretentious claims. They were far more likely to argue their "right" to pleasurable sensory experience in much the way many justify alcohol. The variety of drugs used and the degree of addiction or incapacitation of the users was impressive. The alleged symbols sported by the different types changed frequently, and one could not be sure. At one point a certain amulet with the peace symbol *was supposed* to indicate LSD users. The "flower children" — freely passing their blooms and sometimes marijuana with them — were occasionally conveyers of ideologies more than of drugs, and they may have used this as cover. Here were the "opt-outers," the critics — sour grapes or not — of the meritocracy, "the other-worldly," the artists of sorts, and the bored.

A fourth type, sometimes masquerading as or overlapping with others, would be the "protesters," the critics of the establishment and the social and political order from Vietnam to Wall Street. Some of these were alleged to be followers of the late C. Wright Mills and as vehemently opposed to Russian forms of industrialization and technocracy as to those of the West. It was even alleged that Mills was alive, on acid, in Haight-Ashbury, haranguing new-Castro and new-Maoist followers! Here also might be found the anarchists, the "brutal-truth existentialists," et cetera.

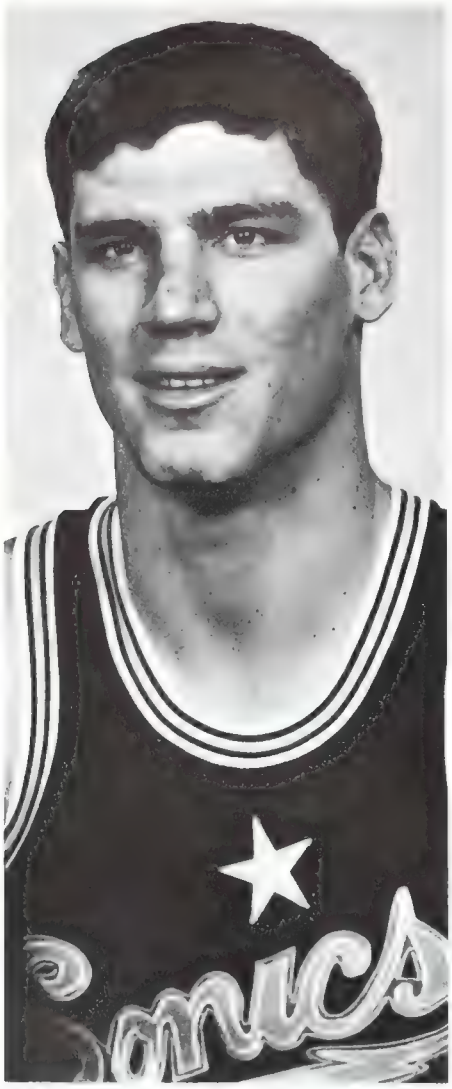
Had one unlimited time, energy, and courage, getting to know and trying to understand these "seekers" of the present day could be a very satisfying and possibly a productive experience. Once they found a "past thirty" — even a "well-past forty" — listener who responded with some interest and awareness, they seemed anxious to talk. Some pastors, some Quakers, some "Diggers," some volunteer doctors are doing very remarkable and rewarding things — perhaps helping to rechannel and reclaim some of the most gifted and talented youngsters in America. Out of these experiences, there may come some very profound insights, some very astute criticism, and some very meaningful literature and art in the future. The casualty rate, however, is great and the price is often very high.







Seven Athletes Sign With Pros



BOB KAUFFMAN, Seattle, NBA



HENRY McKAY, Boston, AFL



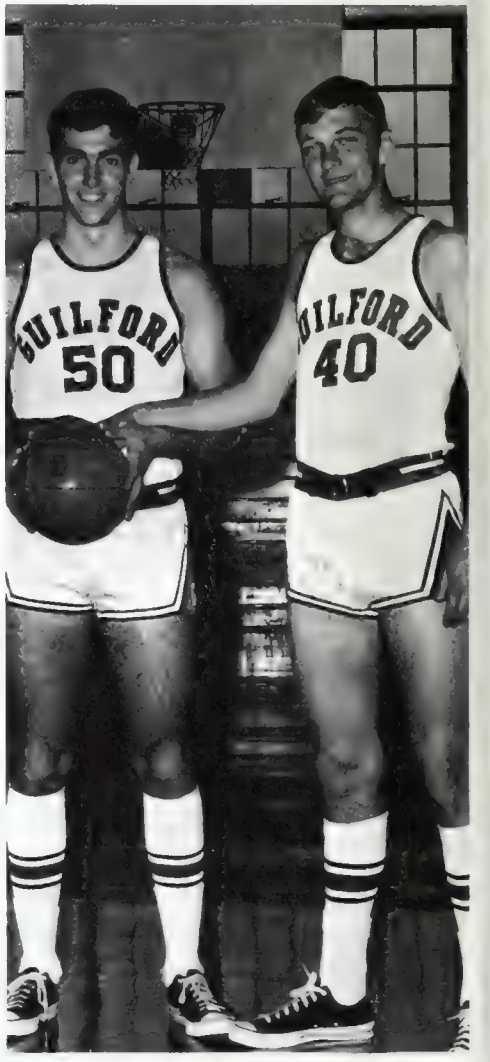
JIM BRYAN, Chicago, Nat. League



MARLYN SCOTT, Kansas City Royals



TOM GRAYSON, Detroit, Am. League



PAT MORIARTY, ED FELLERS, New York, NBA

Football Outlook

The 1968 edition of the Guilford College Quakers, under new head Coach Bob Lord, will definitely face a tremendous rebuilding year.

Nine seniors who led the Quakers to their most successful four years in the college's history have departed, leaving the ranks of experienced players thin. The departees are led by All Amercia Henry McKay, a record breaking flanker back and punt returnee that shattered many offensive records in the Carolinas Conference. McKay's battery mate, quarterback Bill Burchette, a four year starter, will be sorely missed. In addition, All Conference and All District Dean Johnson and end Allen Brown, strong forces on the line, have also graduated.

All is not gloom on the Quaker campus, however, as a small band of fine athletes return to bolster Coach Lord's hopes for a successful season. Lord, a former Wake Forest University assistant, is optimistic about linemen Dennis Carroll, Paul Barczy, John Griffin, Gil Lindsey, Dave Mabry, and Gary Throckmorton. Centers Pat Withers, Dick Arculin and Jerry Borzello look strong, although the tackle spot is critical. Depth is needed desperately as the ranks are thin.

Lord smiles when names like Buddy Smith, a strong All America candidate, is mentioned along with running backs Dan Wheeling, Colon Carter, and Larry Funkhouser. Mike Hunt and Bob Miller are also bright backfield hopes.

The big question mark exists at quarterback where senior, Mike Bocuzzi; junior, Ray Tavalaro; and sophomore, Johnny Blanks are expected to wage a hot battle for the starting spot.

Coach Bob Lord calls the season "a challenging one in view of the toughest schedule in recent years, the lack of depth, a new system and inexperience at quarterback." Lord adds, however, "we are cautiously optimistic, and if the young players come through as expected, it could be an exciting season."

Shore Named to Hall of Fame



Ernie Shore, a former major league pitching star, has been elected to the National Association of Intercollegiate Athletics (NAIA) Baseball Hall of Fame.

Shore was honored at the NAIA Hall of Fame banquet June 2 in St. Joseph, Mo., where the 12th Annual NAIA National Baseball Tournament was being held.

Ernie Shore graduated from Guilford College in 1914. However, he has the distinction of beginning his major league career in 1912 while still in college.

It was in the summer of 1912 that he reported directly to the New York Giants for a one-game appearance. In his eight-year major league pitching career he had a lifetime record of 65-41.

After pitching for the Baltimore Orioles he was signed—along with another Baltimore rookie, Babe Ruth—by the Boston Red Sox. Shore and Ruth helped the Red Sox to win the pennant and a World Series Championship.

Shore's best year with the Red Sox was in 1915 when he posted a 19-7 mark. In 1918 he was traded to the New York Yankees where he pitched with Ruth again for two years. In 1920 Shore developed shoulder trouble and after a brief stay with the San Francisco Seals he retired from baseball.

For the past 37 years Shore has been sheriff of Forsyth County.

Football

Sept.	21	Washington & Lee	Away
	28	Elon	Home
Oct.	5	Western Carolina	Away
	12	Samford	Home
	19	Lenoir Rhyne	Away
	*26	Presbyterian	Home
Nov.	2	Newberry	Away
	9	Emory & Henry	Away
	16	Catawba	Home
	23	Appalachian	Away

* Homecoming

Soccer

Oct.	1	Belmont Abbey	Away
	4	Campbell	Away
	11	Erskine	Home
	15	Wesleyan	Home
	17	N. C. State U.	Home
	19	Pembroke	Away
	23	Appalachian	Home
	26	St. Andrews	Away
	29	Methodist	Home
Nov.	2	Wilmington	Home
	5	Pfeiffer	Away

Guilford College Arts Series



FRANCES ALENIKOFF



DR. ALBERT HIBBS



SANDER VANOCUR



KARL F. HERRESHOFF



CRAIG SPENCE

Lectures, concerts plays and films highlight first Arts Series

A classical guitarist, a civil rights leader, a dance troupe, a news analyst, and pantomimists highlight Guilford's first Arts Series.

The inaugurating season, featuring more than a dozen programs by timely speakers and outstanding musicians, dancers, and actors, is being sponsored by Guilford College and the college's Student Union.

The opening program of the series on September 30 is a performance by Karl F. Herreshoff, classical guitarist and baroque lutenist. The California born musician has accompanied the Chad Mitchell Trio and performed in the Broadway musical, "Man of La Mancha." His film credits include his award winning musical score for the movie, "Year of the Rat."

Three days later, October 3, a Vietnam War correspondent, Craig Spence, will discuss and evaluate with first hand knowledge the war in Southeast Asia. Spence, a roving reporter for the Mutual Broadcasting System, has just returned from his yearly fact-finding tour of South Vietnam where he talked with officials, flew on missions, and accompanied troops into combat.

Dr. Albert Hibbs, space scientist, will speak October 24 on this country's current space program. For the past four years he has hosted the National Broadcasting Company's award-winning educational program, "Exploring." However, as senior scientist of NASA's Jet Propulsion Laboratory, Dr. Hibbs continues his work in space technology.



On November 7, an analysis of 1968 election results will be given by NBC News' Washington correspondent, Sander Vanocur. Teamed with "Huntley-Brinkley" during NBC's election night coverage, Vancour will make his first post-election analysis on the Guilford campus.

Internationally-known novelist, reporter, and humanitarian, John Howard Griffin, will lecture on race relations December 5. Griffin, a white Texan, learned what it is to live like a Negro. His book *Black Like Me* and his lectures tell the story.

"Beyond Words" will be the February 4 presentation of The National Pantomine Theatre. The performers, blending new world heritage with the old world flavor of the ancient mime, will present an enchanting and exciting experience in silent "action."

James Farmer, noted civil rights leader and former head of the Congress of Racial Equality (CORE), will speak March 6.

A dance troupe headed by Frances Alenikoff will perform theatre dances and music based on international and historic traditions and dance styles. Miss Alenikoff, soloist dancer, has choreographed numerous Broadway and television shows. Her local appearance is scheduled for March 11.

The Arts Series season ticket will also include admission to three campus performances by the North Carolina School of the Performing Arts, two Guilford College theatrical productions, plus a series of classical and avant-garde films. The dates for the latter events are to be announced prior to the ticket sales campaign.

Only a limited number of tickets for the entire series, however, are available to alumni and friends of the college. The co-ordinator of the series, Clifford Lowery, encourages Greensboro area residents to order their season tickets early during the Guilford College Arts Series Campaign. The tickets, to go on sale mid-September, will cost $10.00. All lectures and performances will be held in Dana Auditorium at 8:15 p.m.

Alumni and friends interested in purchasing tickets may write to: Guilford College Union, Guilford College, Greensboro, N. C.

2nd ANNUAL LOYALTY FUND

FINAL RESULTS

AMOUNT	**$52,044.38**
DONORS	**1,121**
PARTICIPATION	**14.3%**
AVERAGE GIFT	**$46.42**

THE COLLEGE'S DOLLAR

Income for Education



Expenditures for Education



Guilford College is indeed indebted to its alumni and friends for the continual interest shown the institution during its 131 years of educational growth. Guilford, like most other colleges and universities, must continue to grow in quality in order to meet current expectations. The college also must meet many internal demands annually, such as faculty salaries, equipment for classrooms and laboratories, books and periodicals for the library, administrative services, and even utilities and maintenance.

Guilford College is now better able to meet many of these needs through its annual giving program, the Loyalty Fund. Endorsed in 1966 by the Alumni Association, the Loyalty Fund is a source of unrestricted and currently expendable funds used to maintain Guilford's high standards of educational service.

During the first Loyalty Fund year, 1966-67, a goal of $25,000 was established by the Alumni Association. Everyone was proud to learn in September 1967 that a total of $30,168.85 had been received by the college from 939 donors. Your Alumni Association Board of Directors is pleased to announce that the 1967-68 Loyalty Fund goal of $40,000 was met by all constituents of the College. A total of $52,044.38 was received by Guilford College from 1,121 donors.

Leadership

While numbers and dollars are extremely important to the educational programs at Guilford College, these figures tell only a part of the Loyalty Fund's success story. This year, as last year, a number of dedicated alumni and friends contributed countless hours of their

personal time in devoted work. The success of the 1967-68 Loyalty Fund is due to the willingness and eagerness of many alumni, parents, and friends in meeting the $40,000 goal.

A total of 64 Class Agents, 8 Area Chairmen, and 80 Area Workers responded to the challenge. It is impossible to list the names of all these volunteers in this report; you will, however, find many of their names in the following pages. Guilford College and its Alumni Association are very appreciative of the assistance given by the following individuals: the 1967-68 Loyalty Fund Chairman, Jack Edward Tilley '49 of Greensboro, N. C.; the Chairman of the Parents of Students Annual Giving Program, John Herbert Drew of Winston-Salem, N. C.; the Chairman of the Faculty - Staff Annual Giving Program, Dr. Lewis A. Aiken, Jr. of Guilford College; Charles A. Dukes, Assistant Vice President Emeritus, Duke University, Durham, N. C. and the many colleges and universities of North Carolina and out-of-state who gave their assistance in so many ways.

July 31, 1968

Dear Fellow Guilfordians and Friends,

As Chairman of the 1967-68 Loyalty Fund, I wish to extend to you my deepest appreciation and admiration for the support you have given to Guilford College this past year. Though the alumni participation reached only 14.6% and the overall participation, 14.3%, I am encouraged; these figures, in just two short years, are approaching a favorable comparison with those of other coeducational colleges in America.

As President of the 1968-69 Alumni Association, I encourage you to continue to give Guilford College your undivided support. Robert Newton '58 is the 1968-69 Loyalty Fund Chairman and President-Elect of the Alumni Association. Bob and I believe in Guilford College as do many other alumni and friends. Guilford helped each of us in some way. Therefore, I challenge each of you to help Guilford College now. Your support is needed.

JACK E. TILLEY '49
1967-68 Loyalty Fund Chairman

SIZE OF GIFTS

Range	Number	Percent	Amount	Percent of Total
$1,000 or more	8	.71%	$15,814.00	30.3%
$500 - 999	4	.40%	$2,250.00	4.3%
$250 - 499	11	.98%	$3,174.87	6.1%
$100 - 249	88	7.30%	$10,962.55	21.1%
$50 - 99	121	10.70%	$6,257.13	12.0%
$25 - 49	274	24.50%	$7,323.99	14.1%
Under $25	615	55.41%	$6,261.84	12.1%
TOTAL	1121	100%	$52,044.38	100%

2 YEARS OF LOYALTY FUND GROWTH

	1966-67	1967-68
Alumni	$20,240.68 (732)	$31,533.50 (914)
Non-alumni Parents	$2,227.50 (107)	$5,201.00 (119)
Faculty - Staff	$1,141.50 (58)	$2,745.21 (66)
Non-alumni Individuals	$994.67 (25)	$3,240.00 (22)
Corporations, Foundations, Churches	$5,630.00 (17)	$12,815.13 (34)
Total Amount Received	$30,168.85	$52,044.38
Total Donors	(939)	(1,121)
Total Average Gift	$33.08	$46.42
Alumni Average Gift	$27.65	$34.50
Alumni Percentage Participation	13.1%	14.6%
Overall Percentage Participation	13.8%	14.3%

LEADING CLASSES

Donors		Participation		Amount		Average Gift	
50 Yr. Gp.	67	1925	31.9%	1926	$3,215.00	1926	$214.00
1964	31	1918	30.2%	50 Yr. Gp.	$2,920.00	1919	$105.71
1965	31	1920	30.2%	1949	$2,005.00	1949	$ 66.83
1949	30	1935	28.1%	1937	$1,623.00	1937	$ 65.28
1963	27	1926	27.3%	1933	$ 855.00	1928	$ 60.83

CLASS SUMMARY

Class	Agent	Donors	%	Amount	Average Gift
FIFTY YEAR GROUP	James Fuller Yates Sara Richardson Haworth	67	17.3	$2,920.00	43.58
1918	James Warren Mitchell	13	30.2	477.00	36.69
1919	Ralph J. Yow	7	19.4	740.00	105.71
1920	Anna Henley Coble	8	30.2	447.50	55.93
1921	Loula Blanche Farlow	9	23.1	252.50	28.05
1922	J. Hugh White	10	25.0	265.00	26.50
1923	Alta Rush Andrews	10	18.5	310.00	31.00
1924	Samuel P. Harris	10	18.2	505.00	50.50
1925	John O. Reynolds	15	31.9	475.00	31.66
1926	Mildred Townsend Casey	15	27.3	3,215.00	214.33
1927	Raymond and Julia Ebert	14	23.3	225.00	16.07
1928	Ethel Richardson Cheek	12	16.4	730.00	60.83
1929	A. Scott Parker, Jr.	22	24.4	812.00	36.90
1930	S. Otis Short	11	15.5	510.00	46.36
1931	Ernest M. Scarboro	19	23.8	575.00	30.26
1932	Rose Pipkin Ginn	20	27.0	531.00	26.55
1933	Melvin H. Lynn	18	23.1	855.00	47.50
1934	John Hugh Williams	11	15.7	422.50	38.40
1935	George C. Parker	18	28.1	477.00	26.50
1936	Annie Laurie Hill	11	13.9	415.00	37.72
1937	Herbert T. Ragan	25	21.6	1,632.00	65.28
1938	Allen R. Seifert	14	15.6	608.80	43.48
1939	Tom Ashcraft	19	21.1	360.00	18.94
1940	James R. Hendricks	18	23.7	632.50	35.13
1941	Hazel Monsees Macon	21	21.4	763.50	36.35
1942	Dorothy Teague Pollet	10	9.4	252.00	25.20
1943	Robert C. Rohr	17	18.9	431.00	25.35
1944	Carolyn Prout Davis	17	19.8	680.00	40.00
1945	James Lehr	9	12.7	270.22	30.02
1946	Sue Shelton Runkle	12	15.4	390.00	32.50
1947	Paul Jernigan	10	15.2	420.00	42.00
1948	Ethel Gearren Gold	18	20.2	347.50	19.30
1949	Sol B. Kennedy, Jr.	30	21.1	2,005.00	66.83
1950	Douglas P. Dettor	24	13.6	677.50	28.22
1951	Hayes O. Ratledge	24	16.7	436.00	18.16
1952	S. Clement Swisher	20	14.1	485.00	24.25
1953	William Madara	9	6.4	215.00	23.88
1954	John M. Pipkin	13	11.6	182.50	14.03
1955	Robbie Patterson	16	13.6	262.50	16.40
1956	Edwin P. Brown, Jr. Ketchel Adams	18	12.7	300.00	16.66
1957	Royce N. Angel Gus A. Ballus	13	10.2	495.00	38.07
1958	William B. Wallace Kurt Connor	17	11.0	379.50	22.32
1959	Robert Edwards Dave Hardin	19	9.0	207.50	10.92
1960	Douglas Kerr Thomas L. O'Briant	15	7.9	532.50	35.50
1961	Lillian Burrow O'Briant Frank R. Pfau	21	10.8	383.00	18.23
1962	Sara Phillips Cardwell Jane Coltrane Norwood	21	11.7	382.00	18.19
1963	Howard M. Braxton, Jr. Brenda Ferguson Stephens	27	12.3	492.50	18.24
1964	Patrick Larracey Linda Palmer Maerz	31	12.6	577.50	18.62
1965	Samuel R. Scott Ralph A. Stephenson, Jr.	31	10.7	761.50	24.56
1966	Thomas W. Taylor George Lloyd Eastlack	26	7.3	312.50	12.01
1967	Roberta Gail Floyd David Stanfield	17	5.9	315.00	18.52

THE AREA CAMPAIGNS

The second Loyalty Fund year marked the beginning of the first Area Campaigns which proved to be the key to this year's success. It was the belief of the Alumni Board of Directors and the Loyalty Fund Program Chairman that a fellow alumnus can often present the Loyalty Fund's message more adequately to his fellow alumni by personal contacts. Guilford College and the Alumni Association Board of Directors extend their appreciation to the eight Area Campaign Chairmen and their eighty Area Campaign Workers who took time from their busy schedules to talk to fellow alumni about Guilford College.

Area	Chairman	Donors	Amount
Atlanta, Ga.	Lawrence Vickers '66	6	$ 220.00
Burlington, N. C.	Bob McKee, III '61	26	$1,458.00
High Point, N. C.	Howard Haworth '57 Frank Smith, Jr. '61	61	$7,545.00
New York City, N. Y.	Joe Leak '51	15	$2,488.00
Winston-Salem, N. C.	Abner Alexander '52 Dan Jennings '62 Ken Wilson '66	70	$1,520.00

1967-68 LOYALTY FUND DONORS

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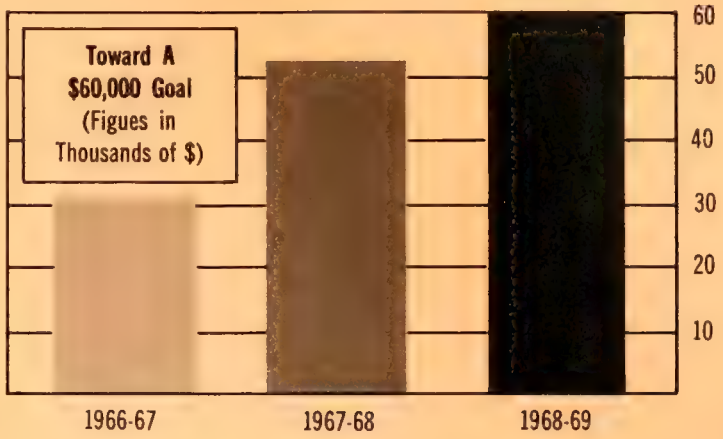
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TOWARD THE THIRD YEAR

Publication of this Loyalty Fund Report also signals the opening of the third year of this important annual giving program. At its August meeting, the Alumni Association Board of Directors unanimously recommended that the Loyalty Fund strive for $60,000 during 1968-69. Guilford College is depending, as it must depend, upon its alumni and friends for at least this amount during the coming year. The Loyalty Fund has become a major factor in enabling Guilford to meet the challenges and obligations of the present and future.



OTHER GIFTS AND GRANTS

In addition to their participation in the Loyalty Fund annual giving program during 1967-68, alumni and friends gave generously in support of other specific college undertakings.

LIBRARY GIFTS

Guilford College, its Libraries, and the Alumni Association appreciate the continuous support that the following persons gave the libraries during 1967-68.

Donors: 105 Amount: $2,163.18

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MEMORIAL GIFTS TO GUILFORD COLLEGE LIBRARIES

During the year alumni and friends made gifts of volumes to the Guilford College Libraries in memory of deceased persons. The gifts received were made in memory of:

I. W. Cox
C. Clifford Frazier, Sr. '07
Joseph H. Gay
Richard J. M. Hobbs '09
Kate Newell Hodgin
J. Waldo Moody
W. Frazier Smith '59
Bessie Benbow Stafford '05
Margaret Stewart
Thomas J. Stone

THE QUAKER CLUB

Those who participated in the Quaker Club for 1967-68 are listed below. Members of the Quaker Club who also gave as sponsors for the Athletic Scholarship Program are identified by an asterisk.

Guilford College, the Department of Athletics, and the Alumni Association appreciate the support and interest that these individuals have shown.

Non Alumni Donors:	57	Athletic Sponsors:	$6,505.00
Alumni Donors:	126	Memberships:	$1,270.00
Total Donors:	183	Total:	$7,775.00

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*Asterisks indicate Sponsors

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(Scholarships, Endowment, and other Funds Restricted and Unrestricted)

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ON
CAMPUS



Graduates Told to 'Look at the Color Gray'

Americans today must take seriously the long expressed, but undemonstrated idea that the educational institution exists for the student, said commencement speaker Dr. John R. Coleman.

Dr. Coleman, president of Haverford College in Haverford, Pennsylvania, addressed the 237 graduates during commencement exercises in Dana Auditorium June 2. He told the overflowing audience that students who seek to change the world and their own campuses should take a good "look at the color gray."

"The world doesn't have to be seen in terms of black and white," he said, and asked those under 30 years of age to "reserve the right to change" their opinions.

Dr. Coleman also asked youth to charge older generations with mistakes, but not with malevolence. "Things are wrong because we didn't know what to do, not because we were evil or thoughtless," he said.

Rejecting the idea that "change and good taste are incompatible," Dr. Coleman stated it is a myth that violence can be "selectively used, then contained and set aside."

But while violence is always a mistake, he declared: "It is a myth, too, that nonviolence is good in and of itself." He compared nonviolence to a great chariot drawn by splendid horses and said the value of both depended on the driver and where he was going.

In conclusion, the speaker had a word for both generations: "Life is short. Practice what you preach."

The baccalaureate sermon for the 131st commencement program was delivered by one of Guilford's own faculty, Dr. J. Floyd Moore, professor of Biblical literature and religion.

Dr. Moore urged the graduates to apply their energy to three pressing needs of the modern world. First, he stressed that the climbing birth rate, longer life span and accelerating automation "will soon require that every human being be provided with something in the nature of a guaranteed annual income."

Secondly, he stated "the degradation of human beings on the basis of racial discrimination . . . must be replaced by the recognition of truly human rights."

In his third challenge, Dr. Moore said "education, industry, and government . . . must be directed with new energy toward the fulfillment of life for the increasing millions between the ages of 30 and 70."

ALUMNI DAY FEATURES SEMINAR AND AWARDS

Alumni Day activities ventured into a new realm on June 1 with the convening of a seminar for the purpose of "continuing education." Forty-seven alumni attended the afternoon seminar focusing on recent developments at the college. The new curriculum, effective next Fall with its increased emphasis upon contemporary social problems, was explained by Dr. William Burris, academic dean.

Dean of Students William Lanier discussed pressures faced by today's student, while Director of Development Al Wheeler highlighted the college's overall development program. Bruce Stewart, head of the Richardson Fellows program, closed with an explanation of the unique educational experience being designed to develop creative leadership among fifteen entering freshmen.

In evaluating the success of the first alumni seminar, William Benbow, director of alumni affairs, said, "We were encouraged by the turnout and hope to make the seminar an annual event." He added, "Discussions of such topics of general concern give a more academic atmosphere to Alumni Day."

The Reunion Luncheon, attended by some three hundred alumni and friends, featured the presentation of awards and the induction of new alumni association officers.

The Fifteenth Distinguished Alumni Award, an annual recognition of the alumnus contributing the most to his alma mater and community, was presented to Hugh W. Moore, '20. Moore, a resident of Greensboro, has been a trustee since 1951. He was finance secretary of the American Friends Service Committee for 35 years.

Miss Alma Edwards, a long time educator, was also recognized as a "distinguished alumna." Until her retirement in 1945, she served as Dean of Women at Queens College, Charlotte. Miss Edwards now resides in Liberty, N. C.

During the evening banquet in honor of the 1968 graduating class, three seniors were cited for their outstanding contributions to the college. Receiving the Key Senior Award was John Brooks of Williamson, W. Va. The recipients of the Senior Athletic Award were Robert Kauffman of Scarsdale, N. Y., and Henry McKay of Norfolk, Va. Undergraduate awards were presented to Sally Peterson '70, for achievement and to Larry Funkhouser '70, for athletics.

The newly installed executive officers of the alumni association are Jack Tilley '49, president, and Robert A. Newton '58, president-elect. Both are from Greensboro. Serving as vice presidents are Raymond Smith '18, George Parker '35, and Kay English '59. New members of the board of directors are: Wendell Edgerton '49, Shirley Marshall Tate '44, Tom O'Briant '60, and John Hugh Williams '34.

Homecoming Set For Oct. 26

Homecoming, October 26, pits the Guilford College Quakers against the Presbyterian Blue Hose.

In last season's meeting between the two teams the Quakers scored a 25 to 20 come-from-behind victory over the South Carolina team. This year's return match will have the Blue Hose out to revenge their own homecoming defeat last year at the hands of the Quakers. Kick-off time for the exciting game will be 2:00 p.m.

The day's round of handshakes and "whatever-happened-to-what's-his-name? . . . " actually begins with the President's Reception. Dr. and Mrs. Hobbs will greet returning alumni and friends in Founders Hall at 11:00 a.m.

Following a noon luncheon, the pre-game festivities shift into high gear with the Homecoming Parade. The line of pretty girls, tinseled floats, and marching bands will wind down Friendly Avenue, through the Autumn tinged campus, to the football stadium. Then the whistle, kick-off, and the battering of football helmets!

Once the dust settles and the players retreat to the dressing rooms at half time, Dr. Hobbs will step forward to crown one of the vying beauties "Homecoming Queen of 1968." Several high-stepping high school bands will join Guilford's kilted Pipe and Drum Corps in music and maneuvers on the playing field.

The "victory" celebration—or, the "good game"-lost party—then moves to the Guilford College Jaycee Clubhouse, scene of the informal dinner-dance. Alumni, Quaker Club members, faculty, and staff will start off the evening with a social hour beginning at 6:00 p.m. After dinner, Buck Wuchae and his "Desert Knights" will lilt out melodies for dancing 'til midnight.

Students will dance to a "pop" group on campus.

The chairman of the Homecoming festivities is Doris Coble Kimmel '46 of Greensboro.

Wykcoff and Baumbach Awarded Emeritus Status



Two retired faculty members, Dr. Judson Wykcoff and Carl Baumbach, have been awarded the "emeritus" status by the Guilford College Board of Trustees, announces Robert Frazier, board chairman.

The emeritus rank is reserved by the trustees for those faculty members who have made outstanding contributions to the college.

Dr. Wykcoff served as professor of economics and chairman of the department until 1967. He came to Guilford following his retirement from DePauw University in 1964. During his 38 years as an educator, he has written two books and 30 articles on economic history and public finance. A native of Cincinnati, Dr.



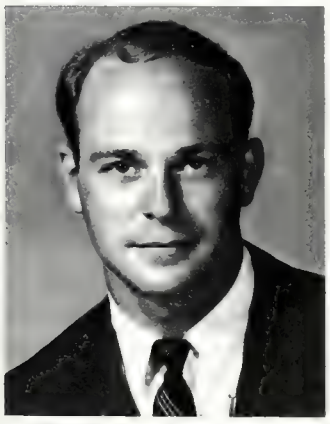
Wykcoff earned his A.B. and Ph.D. degrees from Johns Hopkins University.

Carl Baumbach, associate professor of music, was long-time chairman of the music department. Prior to joining the Guilford faculty in 1950, he taught at Greensboro College. Baumbach studied music in his native Germany and at the Eastman School of Music, Rochester, N.Y.

He was an organist and choir director at churches in the Greensboro area for over 16 years. He also was a member of several local civic music associations.

Both professors will continue to live in Greensboro.

New Guilford College Editor Named



George B. Roycroft, a 24 year old resident of Greensboro, has been appointed Director of Information Services and Publications.

Roycroft, who began his duties July 1, will direct the college news bureau and edit alumni publications.

Upon graduation from High Point College in 1966, Roycroft joined WGHP-TV in High Point, as a news reporter, covering news events in Greensboro for two years.

While in college, he was a columnist for the college newspaper and a member of the Scholastic Honor Society. He was also active in student government.

Roycroft is a native of Durham and graduated from Northern High School there. His parents are Mr. and Mrs. Chester Roycroft.

He replaces Caroline Carlton who resigned in May to accept a position at Duke University.

Alumni Chapter Meetings Planned

Alumni Association chapter meetings are planned for the following areas during 1968-69: Atlanta; Miami; Philadelphi; Boston; Richmond; New York City; Washington-Baltimore; Wilmington, Del.; Haddonfield, N. J.; Virginia Beach, Va.; and South Carolina.

Meetings in North Carolina are scheduled for these areas: Asheville, Goldsboro, High Point, Yadkinville, Burlington, Greensboro, Mt. Airy, Charlotte, Raleigh, Winston-Salem, Chapel Hill-Durham, Madison, Murfreesboro-Woodland, Wilmington.

Three Named To Faculty

Three new faculty members for the 1968-69 academic year were named recently by Dr. Hobbs. They are: Andrew C. T. Clark, English; Susan J. Schumacher, psychology; and Katherine H. Sebo, political science.

Andrew C. T. Clark, assistant master of English at Atlantic College in Wales, Great Britain, will be an instructor in English. He received his B.A. with honors from University College, Wales, and his M.A. from the University of Wales.

Susan J. Schumacher will be an instructor in psychology. She received her B.A. from Roanoke College and her M.A. from Hollins College. She has been a research and teaching assistant at Hollins College.

Katherine H. Sebo will be an instructor in political science. Last year she was an instructor at Wake Forest University. She did her undergraduate work at Oberlin College and received her M.A. from the School of International Service at American University, where she is also studying for her Ph.D.

Staff Changes

President Grimsley Hobbs recently announced several staff changes for the 1968-69 academic year; among the new appointments are John Knox Bell, director of admissions and Miss Barbara Joan Rau, associate dean of students.

Bell, former associate director of admissions, received his B.A. degree from Guilford in 1958 and an M.S. in counseling from Appalachian State University in 1961. He received additional training in guidance during two summer counseling institutes at N.C. State University and the University of North Carolina at Greensboro.

Before coming to Guilford a year ago, Bell was guidance counselor at Central High School in Dobson, N.C.

He succeeds Bruce Stewart who now heads the Richardson Fellows Program.

Miss Rau, former assistant dean of students at Mt. Holyoke College in South Hadley, Mass., became Associate Dean of Students July 1.

Miss Rau, a native of Chatham, N. J., received her A.B. degree in psychology from Earlham College and her M.S. in college student personnel from Southern Illinois University, Carbondale, Ill.

Before going to Mt. Holyoke College, she served as assistant dean of women at Elizabethtown College in Pennsylvania.

Miss Rau replaces Mrs. Nancy Melleney Partridge.

New staff appointees include: James H. Malone, student affairs; the Rev. David E. Mullen, admissions; and David O. Roberts, admissions.

James H. Malone has been named assistant dean of students. He received his B.A. and M.A. from Kent State University.

The Rev. David E. Mullen, formerly pastor of Faith Presbyterian Church, Greensboro, has been named assistant director of admissions. He received his B.A. from Davidson College and his B.D. from Union Seminary, Richmond, Va.

David O. Roberts of Poughkeepsie, N.Y. also has been named assistant director of admissions. He is a 1968 graduate of Guilford.

In staff changes, Dr. Jerry H. Godard, associate to the president, has been appointed Executive Dean of the college. He earned B.A. and M.S. degrees from Auburn University and the M.A. and Ed. D. from Columbia University.

E. Wiley Ruth has been named Placement and Financial Aid Officer. Formerly he was assistant dean of men.

The former Assistant to the President for the Downtown Campus, David W. Morrah, Jr. is now Manager of the Community Relations Division.

E. Daryl Kent, formerly academic dean, has returned to full-time teaching duties as Professor of Philosophy and Religion. As announced earlier, the new academic dean is Dr. William C. Burris.

FACULTY SALARIES UP

Guilford College experienced the largest increase in faculty salaries among colleges and universities in the state last year.

According to the 1967-68 faculty salary scale published by the American Association of University Professors (AAUP), Guilford's average faculty compensation reached the "C" level at all ranks. As a result of its progress, the college is included in the top ten percent of institutions receiving special commendation in the *AAUP Bulletin* of June, 1968.

Executive Dean, Dr. Jerry Godard, points out that recent increases make Guilford "minimally competitive in faculty salaries" for the first time. He warns, however, faculty salaries "still have a long way to go." Godard says, "We were in the top ten percent because we were low to begin with and had a lot of improving to do."

Salaries, due to increase seven percent this year, should put Guilford at the "B" level for instructors, assistant professors, and associate professors by 1969-70.

Present salaries range from a base minimum of $6,500 for an instructor to $16,000 for a professor.

Antique Guns On Loan

A collection of antique firearms, owned by Mr. and Mrs. William W. Pegg of Greensboro, is on permanent loan to the library.

The six "Kentucky Type" percussion hunting rifles were manufactured near Jamestown, N. C. between 1825 and 1870. Several are known to have been made by Quaker craftsmen.

Valued at nearly $2,000 by connoisseurs, the collection contains perfectly preserved rifles still in firing order.

Library Receives Grant

A library grant in the amount of $6,798 to Guilford College was announced recently by Dr. Hobbs.

The appropriation from the U. S. Office of Education was awarded under Title II of the Higher Education Act of 1965. The grant was made in two parts: a basic grant of $5,000 to be matched by the college and a supplemental grant of $1,798.

According to Director of Libraries Herbert Poole, the funds will be used to acquire books, periodicals, phonograph records, and audio visual materials.

This is the third consecutive year Guilford College has received federal money to strengthen its library resources.

Friends Visit Campus

Thirty young Friends from the North Carolina Yearly Meeting visited the Guilford campus during the month of July.

The rising high school juniors and seniors were acquainted with admission procedures, necessary high school preparation, and the various programs offered at Guilford.

The college's educational philosophy was explained to the prospective Quaker students by Bruce Stewart, director of the Richardson Fellows Program.

Director of Admissions John Bell explained admission procedures, and Financial Aid Officer Wiley Ruth told of financial assistance programs available to qualifying students.

The visits ended with a campus tour and lunch in Founders Hall.

Faculty Makes News

Dr. Fred Courtney has been named Voehringer Professor of business management by President Grimsley Hobbs. Courtney, director of Guilford's downtown campus, will receive a salary competitive with that of outstanding professors at larger colleges and universities. The endowment professorship chair recently was established through a $100,000 gift willed to the college by John K. Voehringer, a Greensboro industrialist who died last year.

An article by *Malcolm E. Osborn*, business law and taxation lecturer in the downtown division, is included in the 26th Annual Volume of New York University's Institute on Federal Taxation published in June. Osborn is assistant vice president and tax counsel for Security Life and Trust Company, Winston-Salem, N. C. He contributes frequently to tax and law journals, the most recent of which is *Trial*, a national news magazine for lawyers. He is presently serving as a subcommittee chairman for the Committee on Taxation of Insurance Companies, American Bar Association.

Dr. Donald Millholland, assistant professor of philosophy, was invited to read a paper at the annual meeting of the International Philosophical Association in Vienna, Austria. Millholland's paper concerned Michael Polanyi's theory of knowledge and is part of a larger comparative study of the works of Polanyi and Albert Camus. Millholland also served as a member of the panel on the philosophy of science.

Dr. Grimsley Hobbs participated on a panel at the National Conference of Quaker Men in Oskaloosa, Iowa, July 17.

Dr. Hobbs' subject was "The Present as a Transition Period in Quaker Higher Education." The annual meeting was held at William Penn College.

Dr. Lewis Aiken Jr., Dana Professor of psychology and chairman of the psychology department, has been awarded a post-doctoral fellowship in educational research by the U.S. Office of Education. Dr. Aiken is one of twenty professors in the country receiving such an award for 1968-69. The award provides full salary for a year of study and research at Stanford University, Palo Alto, Calif.

A summer study grant was awarded to *Treva Mathis,* associate director of libraries. Mrs. Mathis' study at Emory University and the Georgia Department of Archives and History further prepares her as an archives consultant for the college's Quaker collection. The $325 grant was awarded by the Guilford College Board of Trustees.

Class Notes

'09

Alice Woody Lindley and her husband, **Alva E. Lindley** ('08) sent a note of appreciation to the *Alumni Journal* for its June issue in which appeared a picture of her father, John W. Woody, a member of Guilford's first faculty.

'14

Mr. and Mrs. Edgar Holt McBane celebrated their golden wedding anniversary July 21. Mrs. McBane was the former **Pearle Younts** before she married her classmate on July 19, 1918. For 19 years he was a teacher and principal in Greensboro City Schools. After he resigned as principal of Lindley Junior High School in 1937, he went to work for Berry Oil Company, and in 1940 he organized McBane Coal Company. He is now president of McBane-Brown Oil Company. He was named by the Guilford College Alumni Association as the recipient of the Distinguished Alumni Award in 1967.

'21

Miss Dovie Hayworth will retire after 48 years of teaching in both Guilford County and Randolph County schools. In her retirement she plans to continue her work at Springfield Friends Meeting.

'31

Margaret Fawcett Montien is a resident of Monteverde de Guacimal, Puntarenas, Costa Rica, where she lives with her husband and daughter.

'33

Harry A. Wellons was named president of the National Rehabiliation Association, Region III in April. He has served as supervisor for Virginia's Department of Vocational Rehabilitation since 1950 and was president of the Virginia Rehabilitation Association in 1966.

'40

Dr. Theodore M. Mills, head of Small Groups Laboratory at Yale University has now published several books on the sociology of small groups. Dr. Mills has a Harvard Ph.D. in sociology. He is married to the former Mary Jane Seaman of Long Island and is the father of three children.

'47

Rev. Joseph W. Lasley and his family recently moved to Canton, N.C., where he assumed the duties as pastor of the Morning Star United Methodist Church. He and his wife, the former **Elizabeth A. Hare** ('47), have three children.

Rev. Charles Wesley Jennings of Concord, N.C., was wed to Ann Redding Powell June 26, in Reidsville, N.C. He received his B.D. degree from Union Theological Seminary, Richmond, Va., in 1950. Miss Powell formerly was the director of children's work at Myers Park Presbyterian Church, Charlotte. Rev. Jennings is serving as minister of the Rocky River Presbyterian Church, Concord. They live on Route 1, Concord.

William Franklin King, Jr. has recently been appointed business manager of Halifax County Technical Institute. For the past four years, he has been employed at the Wilson Technical Institute. He and his wife, the former **Lorraine Harris Hayes** ('48), reside in Roanoke Rapids, N. C.

'50

John A. Clark, Jr. recently was named education director for the Seventh Air Force, headquartered at Tan Son Nhut AB, Vietnam. Clark served as military education officer for more than a year at Bangkok, Thailand. He instituted the first University of Maryland extension classes at Tan Son Nhut and plans similar programs at other Seventh Air Force installations.

'51

Mrs. Vernon Duncan (Audrey Smith) lives with her husband and three children at 1821 Eastchester Dr., High Point, N.C. Last March she was named chairman of Concerned Citizens of High Point, Inc., an organization of private citizens determined to eradicate existing ghetto conditions with the aid of the city's influential leaders. Mrs. Duncan is active in the Alumni Association and has served on the Board of Directors.

'52

Dr. Fred E. Katz has had a scholarly and timely book published by Random House. The book is entitled *Autonomy and Organizations: The Limits of Social Control.* The acknowledgements graciously thank " . . . David Stafford, who introduced me to sociology, and Frederick Crownfield who introduced me to A.N. Whitehead, both at Guilford." Dr. Katz is now with the sociology department of the State University of New York at Buffalo.

'53

William Smedley has recently been promoted to secretary of the Insurance Company of North America's head office. He has been in the Personnel Service Department since joining the company in 1953. He resides at 419 Barclay Road, Rosemont, Pa.

'56

Larry C. Talbert was promoted from assistant cashier to assistant vice president of Wachovia Bank and Trust Company, Kinston, N.C. Talbert, a native of Greensboro, joined Wachovia in 1956.

'59

R. W. Edwards has recently been elected assistant cashier of Wachovia Bank and Trust Company in Winston-Salem. Edwards, a native of Rutherfordton, N.C., joined Wachovia in 1966. He previously held the position of Ready Reserve Account office manager.

'60

Congratulations to **Thomas L. O'Briant** and his wife, the former **Lillian Burrow** ('61), on the birth of a son born June 19. They live at 865 Redding Road, Asheboro, N. C.



John W. Woody's surveying class, New Garden Boarding School, ca. 1883. "A favorite course in this period was surveying, for it could be turned to practical purposes and often was. Neighbors and trustees approved heartily of a course dominated by a utilitarian aim. John Woody and his class surveyed several farms, the consideration being a large dinner served to the young surveyors each day they worked away from school. The trustees set problems and gave prizes; in 1883 they instructed the surveying class to lay off lots near the Salem Road, in 1884 to run a line from Founders Hall to the depot, in 1886 to survey the lands and buildings of the school." From Guilford: A Quaker College, Dorothy Gilbert Thorne.

'61

Helen Brown Barrow and her husband **George Daniel Barrow** ('62), sales supervisor of Humble Oil & Refining Company, live at 700 West Cornwallis Drive, Greensboro. They have two children, Daniel Bradley, 4½ and Mary Elizabeth, 6½ months.

T. Harold Folwell, Jr. was advanced to the rank of Assistant Professor of Bussiness Administration at Campbell College where he has been a staff member since 1963. He received his M.A. in 1963 from Duke University. Mr. Folwell is a native of High Point, N.C.

William D. Crow of the Chemical Bank New York Trust Company was recently promoted to Trust Officer, Corporate Trust Department. He lives with his wife, the former Lynne C. Smith, at 297 Glen Ave., Short Hills, N.J. He has been with the bank for six and a half years.

'62

James F. Childress, a recorded minister in the Society of Friends, has been appointed Assistant Professor of Religious Studies at the University of Virginia. He received his Ph.D. in June from Yale University where he also earned his B.D. and M.A. degrees. While a graduate student, Childress was awarded the George Day Kent and Rockefeller Fellowships. He and his wife, the former **Georgia M. Harrell** ('62), and their twin sons, Fred and Frank, will make their home in Charlottesville, Va.

'63

Sherrill Wayne Doby was wed to Lynn Webster Serge June 8. Miss Serge graduated from Brenau College in Gainesville, Ga. He is head football coach at South Stokes High School, Stokes County, N. C.

'64

Charles W. Lomax was recently awarded the Doctor of Medicine degree by the Bowman Gray School of Medicine. Dr. Lomax lives with his wife, the former Barbara Cheek, at 1040 Martin Street, Winston-Salem, N.C. He will take internship training at the University of Alabama Medical Center in Birmingham.

Brian Joseph Benson was wed to Rebecca Ruth Shelton June 7. Brian received the M.A. degree in English from the University of North Carolina at Greensboro. He is employed in curriculum development as a member of the 13 College Project at A&T State University. The couple made their home in Medford, Mass., this summer while he worked at Tufts University under a research grant in English curriculum development.

Patrick K. Larracey is attending Christian Theological Seminary, Indianapolis. Recently he participated in a unique experimental course which required him to study in depth the city's major problems, especially in the area of communications. He also did 'intern' work with top community leaders including Indianapolis Mayor Richard G. Lugar. He lives with his wife, the former **Judith Lee Jones** ('63), and son Stephen.

James Linwood Harris received the Doctor of Osteopathy degree from the Philadelphia College of Osteopathic Medicine June 9.

Karen Baldwin has completed course work requirements for her Ph.D. from the University of Pennsylvania in folklore and folklife. She was one of eleven Americans selected for the Danish George C. Marshall Memorial Fellowship Program. Karen will spend a year in Scandinavia doing research for her dissertation. She will be attached to the National Museum of Denmark doing field work with the museum staff and research in the Royal Danish Archives of Folklore and European Ethnology.

'65

Jean Ellen Redding was married to Charles Marcus Harris July 6. The couple will live at 2521-D Miller Park Circle in Winston-Salem. Jean teaches at Petree School in Winston-Salem.

William Kuhr Seabrook and Mary Elizabeth Henderson were wed June 15 in Lenoir, N.C. He is a member of the U. S. Coast Guard Reserve and is employed in the sales division of Jiffy Manufacturing Company, Hillside, N.J. The couple will live in Summit, N.J.

John E. Gilmore has joined The William S. Merrell Company, Cincinnati, as technical assistant in the scientific information department. Gilmore is a native of Greensboro.

Janice Frances Rogers was married to Ens. Bernard Francis Kruer of Los Angeles, June 29. The couple will live in Lexington Park, Md., while he is stationed nearby with the Navy. Janice taught a year in Daytona Beach, Fla., and for the past two years in Winston-Salem.

'66

Linda Helm is now a teacher for partially sighted children at the Avon School near her home in Deerfield, Ill. Miss Helm, blind herself since birth, has a degree in elementary education from Guilford and took her graduate work in special education for the blind at Peabody College in Nashville. She did student teaching at a school for the blind in Tenneessee and also taught blind senior citizens.

E. Murray McMillan, Jr. received his Bachelor of Divinity degree from Southern Baptist Theological Seminary on May 31.

Ann Marie Strait recently married John B. White Jr., trade magazine editor for the United Publishing Company, Atlanta. Mrs. White teaches in DeKalb County. They live at 1397-D North Cliff Valley Way NE, Atlanta, Ga.

Mary Nelson Awalt of Greensboro and **John Stephen Wilkins** ('68) of Rose Hill were married July 13, in Madison, N.C. The couple will live at Quantico, Va., where John will begin active duty as a lieutenant in the Marine Corps. Mary Nelson was previously employed by N.C. National Bank in Greensboro.

'67

William G. Guthrie recently began serving as pastor of the First Friends Church in New Castle, Ind. He received the Master of Arts degree in religion from Guilford College and has spent the past five years as pastor of the Mount Airy Friends Church, Mt. Airy, N. C.

Barbara A. Kazazes has completed her first year teaching in the Greensboro public schools. She is attending Appalachian State University this Fall for the purpose of obtaining an M.A. in biology.

June Carolyn Tuttle and Robert Clifford Payne, Jr. were married June 10. She is employed as a teacher in the Greensboro public schools. Robert is employed in the consumer products development division of Dow Corning Corporation. They live at 214-A Revere Drive, Greensboro.

Airman **Phillip N. Dixon, Jr.** recently completed basic training at Lackland AFB, Texas. He has been assigned to the Air Force Technical Training Center at Keesler AFB, Mississippi, for schooling as a communications-electronics specialist.

Ronald Alexander Wallace was wed to **Julie Boston Hollings** ('69) June 15. Ronald teaches mathematics and science at Allen Jay High School in High Point, N. C., where he is also a coach. Julie is an elementary education major.

Harry Michael Rinehardt and Joan Carol Honeycutt were wed June 9. He is employed by Alma Desk Company in High Point, and she is a senior at UNC-G.

Glenn Register Blackburn and **Katherine White Seager** ('69) were married June 18. Glenn is associated in the contracting business with his father-in-law. The couple will live in Apt. K, 6615 Nora Drive, Guilford College.

'68

Miss Linda Gail Benge of Statesville has accepted employment with the Forsyth schools and will be teaching in Winston Salem.

Howard E. Ward, Jr. and Joyce Ann Boylen were married June 28. Howard has been appointed assistant director of Glenwood Community Center in Greensboro.

James H. Busick and Elizabeth Anne High were married June 8. The couple makes their home in Greensboro.

Joseph Paul Hammer, Jr. and Patricia Brooks Payne were wed June 8. He is employed by John H. Harland Company. She is a graduate of N. C. Baptist Hospital School of Nursing. The couple lives in Winston-Salem.

Iris Rosalind Bernstein and Michael Hugh Vosko were married Sunday, June 30, in Beth David Synagogue, Greensboro. He is a graduate of Rochester Institute of Technology, Rochester, N. Y., where he majored in business administration. The couple will make their home in Buenos Aires, Argentina.

Diane Elizabeth Morris and Remus Strother Turner, Jr. were wed June 16. The couple lives in Chapel Hill. Diane plans to teach in Hillsborough, N. C.

Rodney Dean Johnson was wed to Sondra Gail Underwood May 26, at the First Presbyterian Church in Rockingham, N. C.

Judith Ann Murray was married to **Edward Neal Trogdon** ('69) June 29, in the chapel of First Baptist Church. The couple will live at No. 18 Frazier Apartments, Guilford College. Neal is a Dana Scholar. Judith plans to teach in Greensboro this fall.

Henry Adams McKay and **Carol Lynne Holcomb** ('71) were married June 8, in Wilmington, Del. The couple will live in Boston, Mass., where Henry will play professional football with the Boston Patriots. Lynne, who finished two years at Guilford, will continue her education at Suffolk University, Boston.

Joseph Fred Wallin and **Kathleen East** ('70) were wed July 6. He is employed by Sears Catalog Order Plant and is a member of the Army Reserve. They make their home at 1011 New Garden Road, Greensboro.

Martha Vaughn Vance and William Thomas Bertrand were married May 4, at the Kernersville Moravian Church. Bertrand is a graduate of Wake Forest University. He served three years in the army and is now a sales representative for International Business Machines in Hickory, N. C.

John Curtis Burch and **Anna Carolyn Sutton** ('68) were married July 6. Both are graduates of the downtown campus. They will make their home in Greensboro until John receives military orders.

Thomas Robert McAllister was married to Judith Ellen Tingley at St. Andrews Episcopal Church in Greensboro, June 8.

Two young Friends, **Stuart "Rusty" Maynard** and **Mary Coleman**, engaged in a goodwill tour to Kenya this summer. The tour, sponsored by the Friends United Meeting office in Richmond, Ind., included visits to a half-dozen Friends schools. When they return this fall, both will enter the University of North Carolina at Chapel Hill. Mary will do graduate work in special education. Rusty will enter medical school. Both Mary and Rusty were Dana Scholars and were listed in the national collegiate Who's Who.

In Memoriam

1893

James Peele Parker died at the age of 93 on May 20. At the time of his death, he was living in retirement at his Black Mountain home near Asheville, N. C. He had served on the Board of Trustees of the Black Mt. Public Library, on the Board of Directors for the Buncombe County Fair Association, and as President of the Black Mt. Building & Loan Association. He is survived by his daughter, **Elizabeth Graham Parker** ('32).

'19

James L. McNairy of 2316 Sharon Road, Charlotte, N. C., died at his home May 1. He had been an auditor and engineering accountant with Southern Railway for 45 years. He served as an officer in the U. S. Army in World War I and was a member of Myers Park Baptist Church.

'44

Irene Stephens Burton died May 11. She had been a resident of 411 W. Radiance Dr., Greensboro. She was a homemaker and teacher.



'69

Michael Helmstetler of High Point was killed in action in Viet Nam June 19 while serving with the Marines as a helicopter pilot.

Attention Guilford alumni! We need your help in gathering information for our alumni notes. This is one of the best means we have of maintaining close ties with you, and at the same time keeping our files and records up-to-date. Please feel free at anytime to inform us of any change or event concerning you or your family, such as: weddings, new baby, moved, changed occupations, attending graduate school, recent honors and awards, travels, etc. Just like the changing times, so are Guilford alumni changing and making news. Therefore, it is up to you to keep us informed. Stay alert for the Guilford alumni news which is happening at this very moment in your own area. Fill out the form below and mail to Editor, Guilford Alumni Journal, Guilford College, Greensboro, North Carolina, 27410.

Name ..... **Class** .....

Address ..... **Zip** .....

Spouse's Name ..... **class, if alumnus** .....

Spouse's Occupation .....

Occupation .....

Name of Company or Organization .....

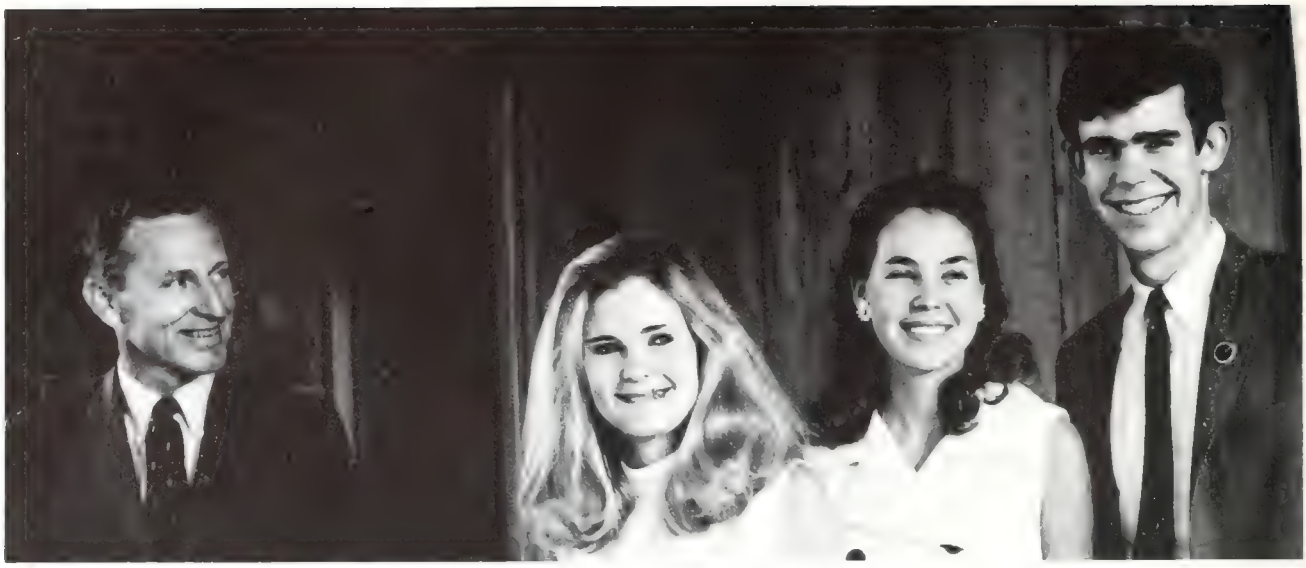
Children's Name and Ages: .....

.....

Here's my Class Note: .....

.....

.....



The campaign of GOP congressional candidate William Osteen ('53) gets a boost from Patricia, left, and Julie Nixon, daughters of Republican Presidential Candidate, Richard M. Nixon, and David Eisenhower, grandson of former President Eisenhower.

Osteen Heads Ticket of Alumni-Politicians

Alumni stepping into voting booths around the country November 5 may well find the name of a Guilford graduate on their ballot.

Voters in North Carolina's Sixth Congressional District (Guilford, Alamance, Rockingham, and Caswell Counties) will meet the name William L. Osteen in the Republican column. Osteen, a 1953 alumnus, is campaigning on a platform calling for fiscal responsibility and law and order. His stance on the Vietnam problem is that of a "moderate."

In a recent acclaimed address to the Guilford College Civitan Club, Osteen said: "When it comes to the war on crime, I am a hawk." The speech, circulated nationally among all GOP congressional candidates, called for a crackdown on lawbreakers and renewed respect for law and order.

The 37 year old Greensboro attorney is well-versed in politics, having already served twice in the North Carolina General Assembly. Each time he has been House Minority Leader.

In the May primary Osteen chalked up an overwhelming victory over his GOP opponent, Walter Greene of Burlington. Osteen now faces Democrat L. Richardson Preyer of Greensboro for the congressional seat.

Osteen, a graduate of the University of North Carolina Law School, is a member of the law firm Booth, Osteen, Fish, Adams, and Dameron.

He and his wife, the former Joanne B. Snow, live with their three sons at 2322 North Elm Street, Greensboro.

Several other alumni also have their hats in the political ring.

Both Howard Coble '49 and Roger C. Gibson '65 are Republican contenders for a seat among Guilford County's six-man delegation to the North Carolina House of Representatives. Coble, an assistant county attorney, is a graduate of the Law School at UNC. Gibson is employed by Bob Vaughn Realty of High Point.

Three alumni are Democratic candidates for judgeships in North Carolina's newly created Eighteenth Judicial District: Byron Haworth '28, Herman G. Enochs, Jr. '52, and Benjamin Miles '52.

Haworth, judge of High Point Municipal Court, is a member of the Guilford College Board of Trustees. Enochs and Miles both are Municipal-County Court judges in Greensboro.

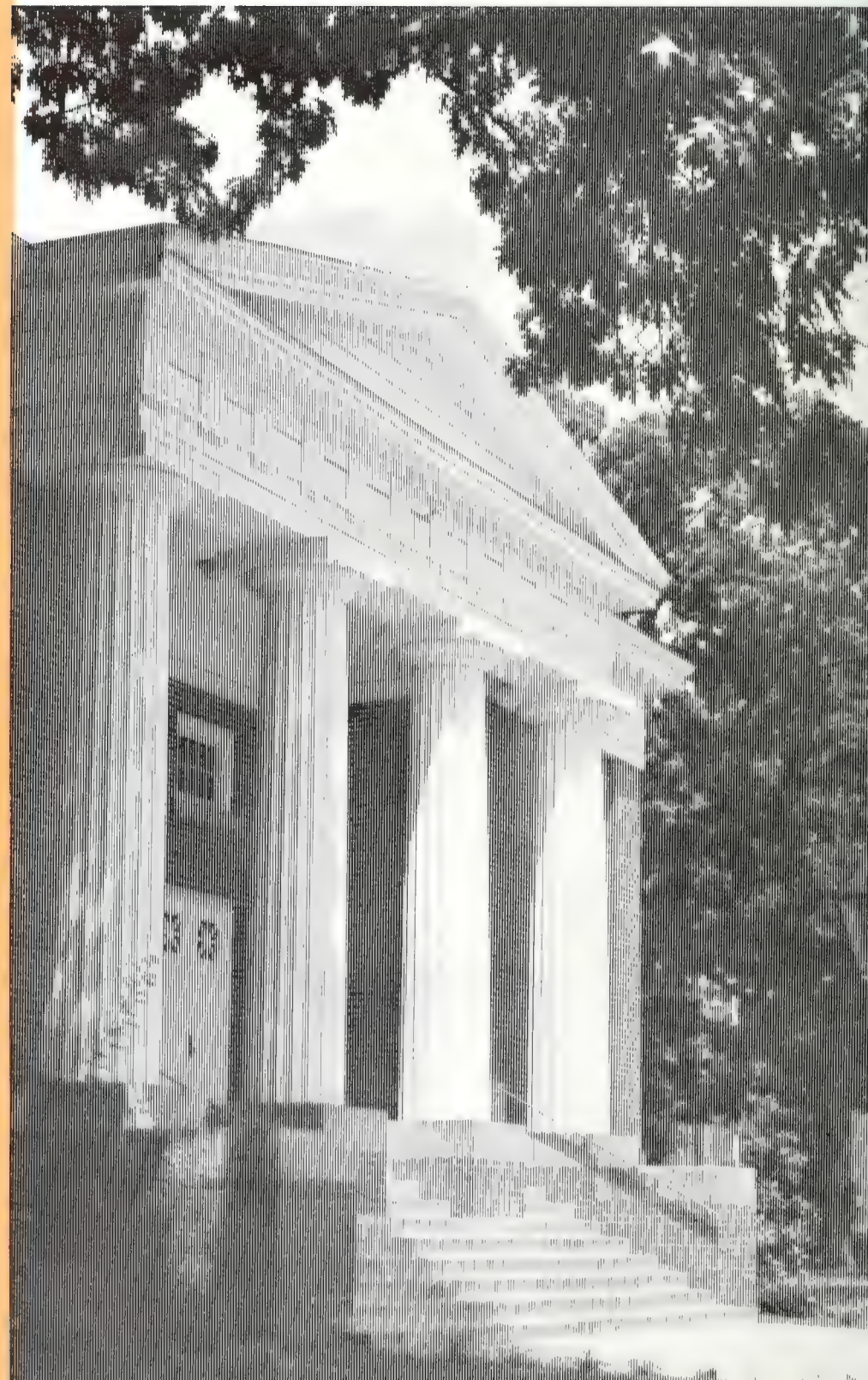
Classmates Ernest H. Ferris, Jr. and Mark Stewart, members of the class of 1950, are opponents for the post of Guilford County Register of Deeds. Stewart, the incumbent, is running on the Democratic ticket. Ferris is a Republican.

If you know of other alumni-candidates whose names are missing from the *Alumni Journal's* political roundup, why not inform the editors? We would like to list all Guilfordians serving in public office in a future issue.

CLASS AGENTS DAY
October 12

HOMECOMING
October 26

PARENTS DAY
November 16



Guilford Alumni Journal

DECEMBER 1968



GUILFORD

Alumni Journal

Vol. LX, No. 18, December, 1968

EDITOR: George Roycroft

DIRECTOR OF DEVELOPMENT: Al Wheeler

DIRECTOR OF ALUMNI AFFAIRS: William Benbow

ALUMNI ASSOCIATION BOARD OF DIRECTORS: Jack Tilley '49, president; Robert A. Newton '58, president-elect; William Benbow '67, director of alumni affairs; Marion L. Ralls, Jr. '48, treasurer; John R. Haworth '47; Dr. Raymond Smith '18; George Parker '35; Kay English '59; Abner Alexander '52; Sam J. Lynch '52; Howard H. Haworth '57; William Waldo Woody '33; Doris Coble Kimmel '46; Emily Warrick Privott '56; Wendell Edgerton '49; Shirley Marshall Tate '44; Tom O'Briant '60; John Hugh Williams '34; Dr. James O. Morphis, Jr. '53; Mrs. Sara Richardson Haworth '17. Ex officio: Charles Hendricks '40; Miss Era Lasley '13; Miss Katherine C. Ricks '04.

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CONTENTS

1 The Year of the Student

5 Law and Order with Justice

8 The College and its Constituency

9 The College and the Community

13 Alma Martin: 'Displaced Person'

16 Homecoming '68

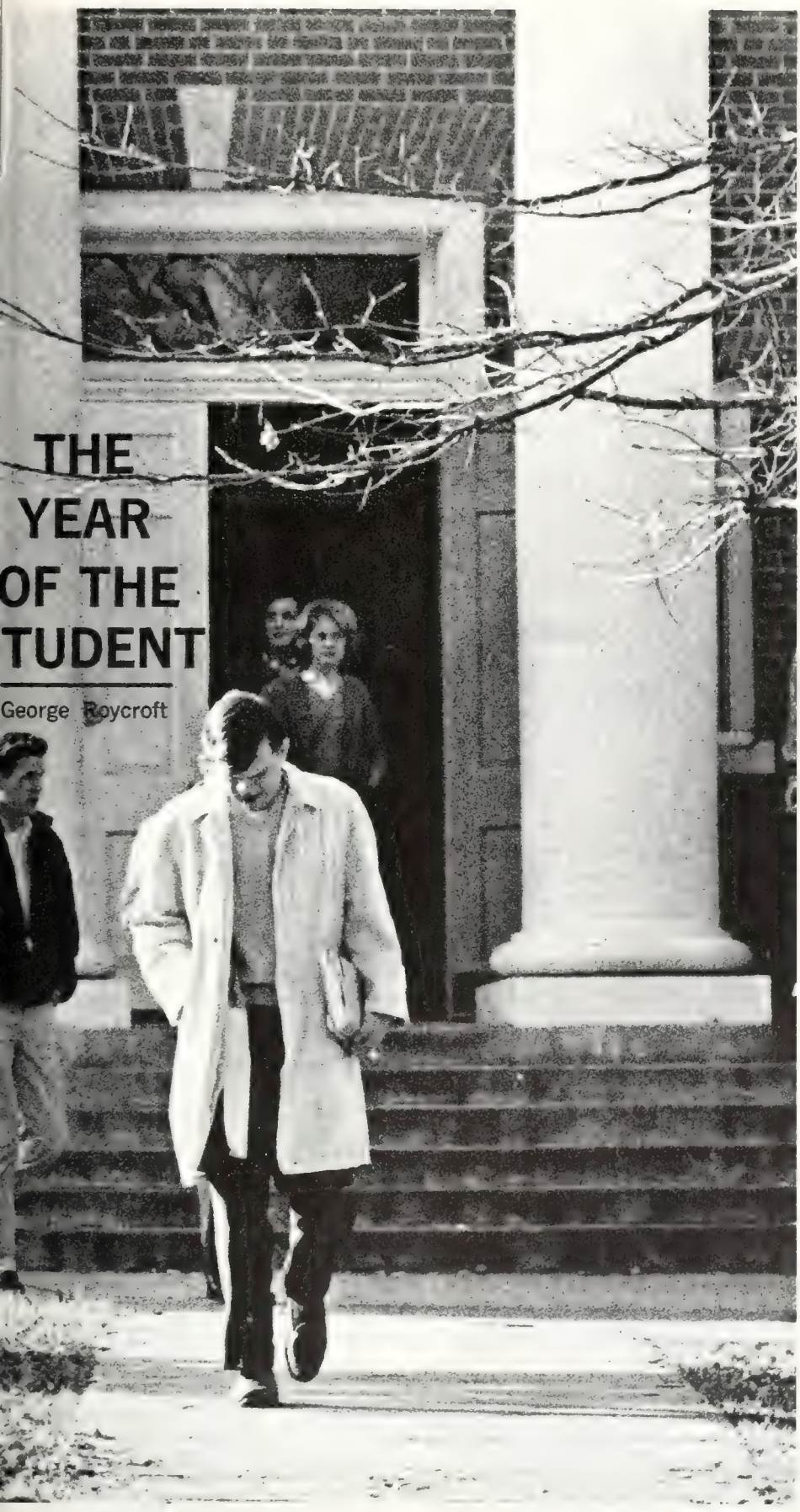
20 On Campus

27 Class Notes

32 'Social Activists' Serve Society

PHOTO CREDITS: Cover by Cooper Walker from photos left by Stephen Bowles '69; right, Neill Whitlock '69; page 2, James McLarty '69; page 15, *Greensboro Record;* pages 16-17, McLarty; page 19, M. C. Henley; page 20, 22, McLarty; page 24-25, Whitlock; page 32-33, Dave McDonald; back cover, Bowles.





THE YEAR OF THE TUDENT

George Roycroft

A summons from the office of the Dean of Students is usually enough to set a worrisome freshman to shivering in his sneakers and even an arrogant senior, to chewing his pencil. Nevertheless, the tired image of the Dean of Students as a judge, perched behind a high desk and passing sentences is being replaced at many campuses around the country. Students, who once only scoffed and suspicioned the character tagged as "Dean," are finding that the office has a new benevolence, motivation and professional status.

Students at Guilford College since 1966, too, have had to shuck some of their old notions about their Dean of Students. It was at the start of that academic year Guilford students met Dr. William J. Lanier. For most, their first introduction to the man was as he stepped forward to address the weekly required convocation. President Grimsley T. Hobbs had already informed the always suspicious students that Dr. Lanier was a "professional." He had earned A. B., M. A., and Ph.D. degrees from Purdue University and had under his belt ten years as a public school teacher and counselor. Here, for the first time in Guilford's history, was a professional, competently trained and experienced in student personnel administration and counseling.

Lanier, just arrived from a four year stint as Associate Dean of Students at Wittenberg University, addressed his audience: "In this, what I hope will be 'The Year of the Student,' I call for wide involvement in efforts to render our total student life program more rational and, therefore, better understood and more creative and, at the same time, more beneficial to the whole campus community and especially to students."

Dr. Lanier continued in his dry but crisp voice saying, "I am convinced that Guilford's future strength will depend to a significant extent upon advancing the quality of student life and student-faculty-administrative relationships beyond the present level, and certainly, far beyond such relationships in the inevitably depersonalizing multi-versities which will be mushrooming from coast to coast during the next decade."

Since that first introduction three years ago, Dr. Lanier has directed countless changes in campus life through his imagination and energy. Under his guidance, residence hall life has improved by an increase in professional supervision and direction within the dormitories. Vocational and personal testing and counseling services are now available to all

students. Infirmary services have been improved. A full-time co-ordinator of student activities and a director of financial aid and placement are among the staff additions providing students with new supervision and direction. However, when asked about his effectiveness in developing a student personnel department now numbering sixteen and offering a raft of services, Dr. Lanier modestly measures the success in terms of its affect upon students. "Students are now assuming more responsibility than they did previously," says Lanier.

In explaining the philosophy of the department, Lanier indicates students should be given the opportunity to decide their own rules and regulations and handle their enforcement.

He says, "I believe in personal freedom for students, but I think students must assume the responsibility that goes along with new freedoms." Lanier adds, "Personal freedom carries along with it the responsibility of not infringing upon the freedom of others."

According to Dr. Lanier, Guilford students do, to a very large degree, govern themselves by making their own rules and enforcing them. He reports student judiciary groups try violators of the regulations and decide the appropriate penalties. The one penalty not in the hands of students to decide is "suspension" from the college. Lanier states that student judges can only recommend "suspension" to the Student Affairs Committee, composed of faculty, administrators, and students.

On the matter of suspensions, Lanier says, "Very few students are ever suspended from Guilford. Those who are are ones who cannot live within the framework of the campus." He states that since he has been at Guilford only six students have been suspended. Five of those, he explains, were for violation of drinking regulations.

"My role," says Lanier, "is to guide, direct, counsel, and advise. I become a disciplinarian only when students do not assume their responsibility as individuals and as self-regulating groups."

To implement his expanded program of student personnel services which now includes the College Union, Department of Financial Aid, Housing, and the Infirmary, Lanier has surrounded himself with a capable, professional staff of six. His "girl Friday" and Associate Dean of Students is Miss Barbara Rau.

Miss Rau assumed her duties at Guilford July 1. Since arriving on the campus, she has been breakingdown the "dean of women" and "dean of men" concept. In describing her duties, Miss Rau explains, "I'm available to counsel men students as well as women students." Miss Rau has already proved that a lady dean can be warm, personable, and even very attractive.

After earning degrees from Earlham College and Southern Illinois University, Miss Rau served her first deanship at Mount Holyoke College. While at Guilford,she has under her wing various student groups. She serves as a counselor and advisor to the women's dormitory councils and the student legislature. When asked about her role in student personnel work, Miss Rau says, "I want to help students learn to weigh all sides of an issue, and then make their own decisions."

COLLEGE UNION

Of all student services now being offered at Guilford, perhaps none has been quite so successful and as enthusiastically received by students, faculty, and administrators alike as has the College Union.

Clifford B. Lowery, director of student activities, describes the College Union as "a union of the entire college community providing programs for students, faculty, staff, alumni, everybody." As he sees it, the College Union provides Guilford students with an "educational laboratory," the philosophy being that "students want, need, and can handle responsibilities of planning their activities on the campus."

"The program," he says, "encourages student involvement and allows for the learnings that come from successes and failures."

Lowery, only a few years older than the students themselves, has instituted the college's first co-ordinated student activities program almost single-handedly. Under his charge are some forty campus organizations, the Guilford College Arts Series, plus myriad social activities.

"The diversified program of activities and organizations," says Lowery, "represents the whole gamut of student interests—everything from cheerleading to theater, campus radio to political clubs." Student participation runs highest, he explains, at combo parties, with fewer students attending lectures, forums, and art exhibits.



LANIER: "I am convinced that Guilford's future strength will depend to a significant extent upon advancing the quality of student life and student-faculty-administrative relationships . . . . "

One major challenge facing Lowery this year has been that of offering students and faculty high caliber speakers and cultural programs. With attendance no longer required at weekly convocations, Lowery has arranged an impressive line-up of lectures, concerts, plays, and films and opened them to both students and the community by packaging it as the Guilford College Arts Series. With the series already a "tremendous success," Lowery and his student aids are now formulating plans for expanding the arts program next year.

Despite the fantastic growth of student activities, Lowery and the students face one big problem: space. Presently, student activities are scattered in at least three separate buildings on campus. "Our greatest need," says Lowery, "is a College Union building." The facility he blueprints as being needed includes conference rooms, music rooms, lounges, recreation areas, offices, small auditorium, bookstore, and postoffice.

Lowery's program, which stacks up favorably with that of any college in the state and many in the nation, is successfully "pulling classroom learning and social learning closer together."

HOUSING

The opening of a new men's dormitory in October has helped to relieve Guilford's critical housing shortage. However, before the last of the 186 students moved into the fully air-conditioned and carpeted structure, costing over $800,000, Assistant Dean of Students Landrum Cross, was spelling out the need for a new women's dormitory.

"Our most critical need now is for a new women's dorm," says Cross. He explains that both Mary Hobbs Hall and Founders Hall for women are presently inadequate, adding: "if and when the use of both of those dorms is discontinued, we'll need new housing for some 250 girls."

Cross, pressed by students living in over-crowded and inadequate conditions, dejectedly reports, however, that no new dormitory construction is planned immediately.

Because of campus housing conditions, dissatisfied students are requesting changes in the regulations requiring students to live on-campus. Presently about 80% of the students live on the residential campus. However, many students want to escape three-man rooms and communal life in the dormitories. According to Cross, the major student problems "have stemmed from overcrowded conditions."

While campus housing conditions appear to be less than ideal, the caliber of supervision in the residence halls has vastly improved. The two men's dormitories have resident counselors James Malone and Landrum Cross, both of whom hold master's degrees in guidance.

Under the leadership of Dr. Lanier and Landrum Cross, a system of resident advisor's (R.A.'s) was begun in the men's halls two years ago. Cross explains that rather than serving as "monitors," students designated as R.A.'s attempt to help their neighbors by identifying extremes of behavior. The R.A.'s observe their fellow students who skip class, fail in their studies, or display compulsive behavior. The R.A. then relays the information to the adult resident counselor who attempts to counsel the student with difficulties. According to Cross, a student who repeatedly sleeps through class or talks incessantly may be exhibiting the first signs of a deeply rooted emotional or behavioral problem.

The R.A. program has been so successful with the men students, indicates Cross, that a similar program may soon be instituted for women.

FINANCIAL AID AND PLACEMENT

The student without change in his pocket and the graduate without a job has only to go as far as the Financial Aid and Placement Office to get some sort of relief from his problem.

In his first year in the position, Wiley Ruth, director of financial aid and placement, has already doled out $250,000 in financial aid and found employment for a large number of students.

Ruth, armed with sheets of statistics and complicated government forms, reports a total of 346 students are currently receiving financial aid in the form of either loans, grants, or scholarships.

Despite the quarter-of-a-million dollars going towards financial aid, Ruth indicates the amount is not nearly enough. "This year we ran out of funds and were forced to turn students down for financial aid," he states.

Ruth, with a skilled hand for stretching nickels and dollars, says "finances should not be a consideration in a student's choosing whether he will come to Guilford or not. Ideally, we should have enough scholarship aid available so any student (with the academic ability) can attend Guilford."

However idealistic his aims, Ruth says the funds for student financial aid probably "never will be adequate." Some foundations have funded the college specifically for scholarship aid to deserving students, among them the Freedmens, Dana, and Sternberger Foundations. To enrich scholarship coffers, Ruth says he is "trying to get the maximum amount of money possible from the government." He is optimistic Guilford will soon begin receiving its fair share of Educational Opportunity Grants distributed by the U. S. Department of Health, Education and Welfare.

For those students needing part-time employment, Ruth also helps them find jobs fitting their needs and schedules. Hourly wages earned by student employees range from $1.15 paid by the college library and cafeteria to as much as $2.75 in certain specialized industrial jobs.

The placement service also extends to seniors looking for permanent employment after graduation. Ruth arranges interviews between students and employment representatives of various regional and nation-wide companies. Approximately 80 companies and 45 educational systems are expected to hold recruiting sessions on the campus during the year. He says most graduates "have plenty of job opportunities."

"The placement service," says Ruth, "is not limited just to seniors. We are interested in assisting alumni who are out-of-work, just out-of-service, or who want to change jobs."

INFIRMARY

A common cold, a sprained ankle, or even an ordinary headache sends each Guilford College student to the infirmary on the average of three times a year.

Mrs. Sue Smith, R. N., a three-year veteran of the college infirmary, takes her nursing of the sick and injured seriously.

Referring to a stack of medical reports, Mrs. Smith says, "We had about 3000 calls made to the infirmary last year; approximately 2000 students were seen on an out-patient basis."

The two nurses manning the infirmary check each student patient, evaluate the signs and symptoms, and determine whether a doctor's attention is necessary. The records show 407 students were seen last year by physicians. Two Greensboro physicians, Dr. Norman Fox '51 and Dr. James Brewer '51, treat the majority of Guilford students. Students end up paying for the doctor's visit and medications prescribed by the doctor. Medicines are dispensed from the infirmary without charge.

Lanier renders rational student life program

The annual six dollar health services fee paid by each student attending the college is not enough money to operate the college infirmary, according to Mrs. Smith. She says the fees "don't even cover the cost of medicines and nurses salaries." Inadequate budget is only one problem plaguing the college infirmary service. Mrs. Smith also lists insufficient staff and poor facilities as among the critical problems.

"The infirmary," says Mrs. Smith, "is not adequately staffed. Students want and are demanding 24 hour service." Presently the infirmary is operating with only two nurses. Mrs. Smith explains staff hours are particularly short on weekends; however, another full-time nurse would not provide around-the-clock service. "Even with three nurses, there would be twelve hour shifts, and that went out after World War II," states Mrs. Smith. "This is the only place on campus that doesn't close up," she adds. (Infirmary hours are listed as 7:00 a.m. - 3:30 p.m., and 6:30 - 8:00 p.m. Monday thru Friday; 8:00 a.m. - 10:00 a.m., Saturdays; and 1:00 p.m. - 3:00 p.m., Sundays.)

Located up three flights of stairs and over the kitchen of Founders Hall, the present twelve-bed infirmary is deemed inadequate by the nurses. According to Mrs. Smith, it is impossible for some sick and injured students to climb the stairs to the infirmary much less to their dormitory rooms. Thus, some students have been sent home to recuperate though they could have continued going to class had there been an appropriate place for convalescence.

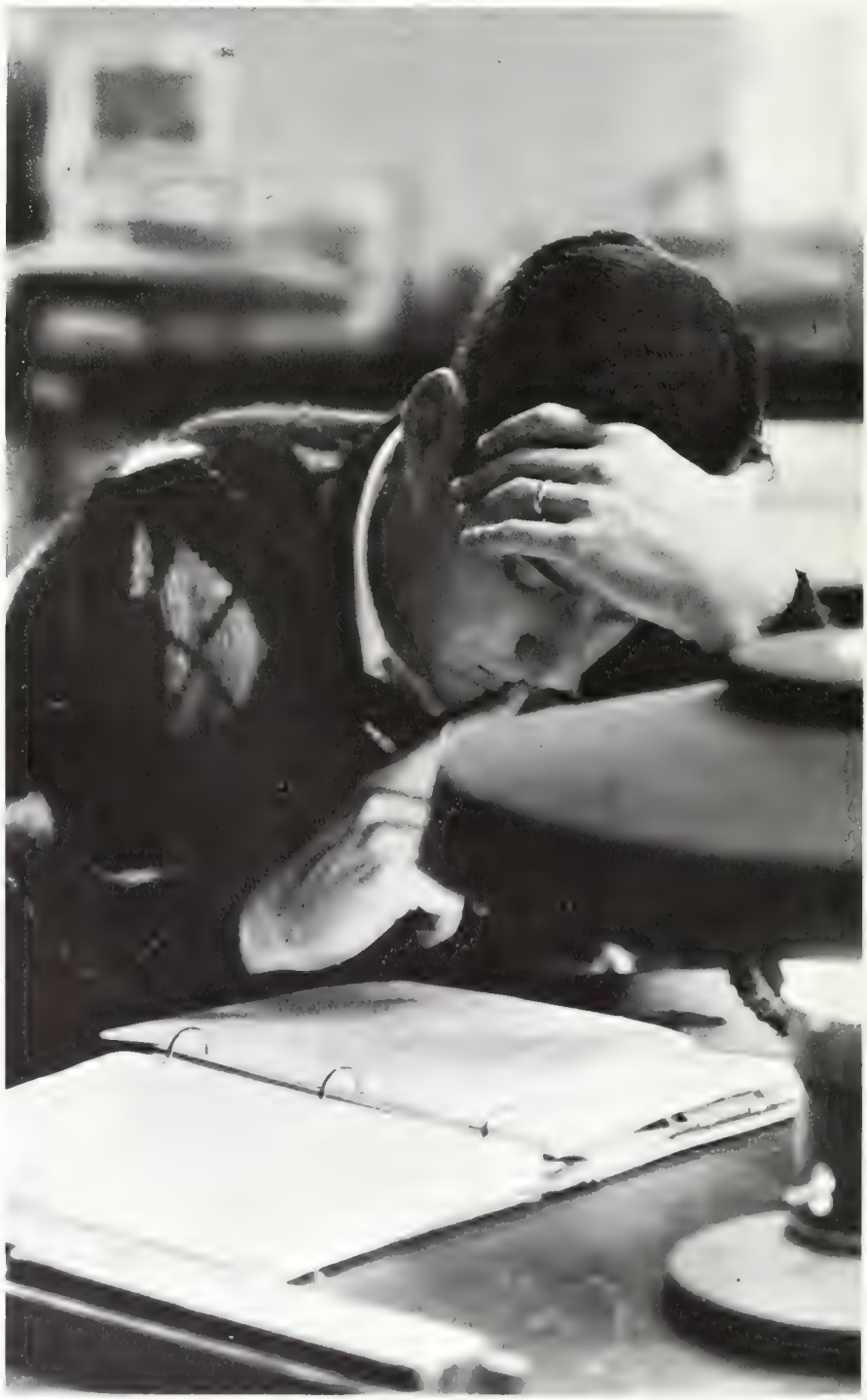
"Another major reason for needing a new facility," says Mrs. Smith is that presently there is "no real way to isolate sick students." She describes the present corridor through the infirmary as a "major thoroughfare" for the women residents of Founders Hall.

Mrs. Smith, with an edge of urgency in her voice, sums up the needs for a new infirmary saying, "We need someplace isolated that is not a major thoroughfare and without a flight of stairs."

SUMMARY

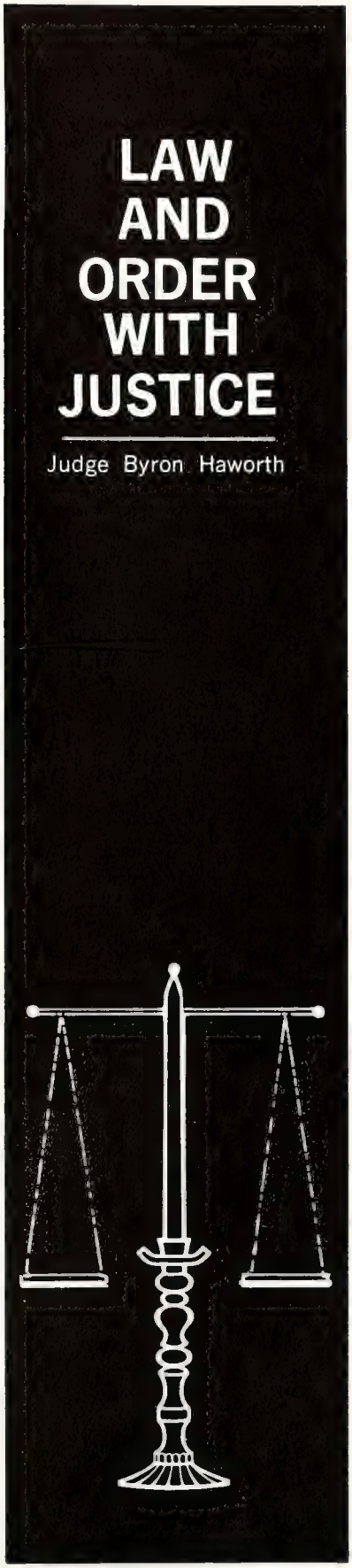
The opportunities now available to students at Guilford are almost limitless, says Dr. Lanier. Recognizing that students are rarely immersed entirely in their academic surroundings, Lanier states that "there is a great need for creative thought, planning, and action" on the part of those who are entrusted with the student life phase of education.

He concludes, "There is the ever growing need to work with students and other segments of the campus community in order that all changes will be harmonious, effective, and, in the long run, enhance the purposes and aims of Guilford College."



LAW AND ORDER WITH JUSTICE

Judge Byron Haworth



Following the urban riots of 1967, the subject of law and order has been a major topic for articles, editorials, sermons, and speeches. The usual approach is to call for law and order and to demand that the police or military put the problem out of sight by quelling violence and restoring order so that things may be kept as they are.

The difficulty with this limited solution is that "order" may be full of injustices, in which case the restoration of order without remedying the injustice is, at most, a temporary truce which may lead to further violence.

We cannot condone violence. It is socially destructive, dehumanizing, and self-defeating, but we must understand why minorities call for "law and justice" to those who ask for "law and order."

Law enforcement officers, college and university administrators and trustees, and many other concerned citizens in America now feel as if they are sitting on a time bomb which has been set to go off soon, but no one knows the exact hour. The increasing intensity of violence in our large cities and metropolitan areas which erupted anew in July of this year and the recent and continuing violence and dissent of certain college and university students has left a good portion of our nation's citizenry in a state of shock and disbelief.

When the first waves of dissent and violence subsided in urban America and academia, many of us thought we had been dreaming. After we realize it had really happened in America and in our own backyards, we began looking for the reason why. Our first reaction was that someone else—communists, outside agitators, civil rights leaders, anti-poverty workers, or some trouble-making nonconformists must be responsible. We were confident, however, that these persons would be apprehended, expelled, convicted, or imprisoned, and the whole problem would be locked safely away.

Whether or not we like it or accept it, the President's Commission on Civil Disorders has documented convincing evidence that, except for a small number of professional and unscrupulous trouble-makers, who should be caught, convicted, punished, and restrained, urban violence is often the spontaneous uprising of a suppressed people bent on liberation.

The comprehensive report of the National Advisory Commission on Civil Disorders says that the expectations aroused by the great judicial and legislative victories of the civil rights movement have led to frustration, hostility, and aggression in the face of the persistent gap between promise and fulfillment. Many religious leaders have told us that a common failing of affluent America is that we have professed and proclaimed a faith in glowing words but we have failed to live that faith. We have enshrined the New Testament, the Declaration of Independence, the Constitution, the Bill of Rights in the National Archives, but have continued to ignore and reject their great principles and guidelines as our way of life. We have talked about our religious commitments and then exploited them for our own interests. It is imperative that we take prompt steps to fill this wide gap between promise and fulfillment by bringing all segments of our society into the mainstream of American life.

There are some among us who resent and resist and even deny the implication and accusation that the hypocrisy and selfishness of the white community and its failure to apply democratic and Christian principles are related and proximate causes of the current wave of discontent and violence. The majority group and the power structure should realize, however, that no church entity, institution of learning, or government is any better than its leaders and members. It is important, therefore, that we make regular and honest self-evaluations to learn whether we have lived the principles we so proudly proclaim, and whether we conscientiously practice what we preach.

The President's National Advisory Commission on Civil Disorders, a conservative, divided, but representative commission, unanimously agrees on one thing, namely, that the overriding cause of rioting in the cities was not any one thing commonly adduced—unemployment, lack of education, poverty, exploitation—but it was all of these things and more, expressed in the insidious and unscientific doctrine of the inferiority of black men.

It is now widely accepted that injustices exist in America. Prior to the 1950's we had in America a pervasive official system of segregation which carried from the cradle to the grave, requiring the Negro to begin life in a segregated neighborhood; to attend separate and, for the most part, grossly inadequate and unequal schools; to use segregated parks, playgrounds, swimming pools; all of which kept him apart at work, at play, at worship, and even at court. The system confined him in segregated hospitals, prisons, and finally relegated him to a separate burial place.

No one should be either surprised or offended that Negroes have resented this

We cannot condone violence. It is socially destructive, dehumanizing, and self-defeating, but we must understand why minorities call for "law and justice" to those who ask for "law and order."

humiliating straight-jacket and have determined to extricate themselves from it. Theoretically and hopefully, such injustices should be corrected at the ballot box and not by demonstrations, violence, and rioting in the streets. Although violence cannot be approved or condoned as a means for remedying social ills, we must, in all fairness, recognize that in the past the discriminatory disfranchisement through the ingenious white primary, gerrymandering, and other sophisticated modes of discrimination have rendered the ballot box and other approved solutions and remedies highly ineffective and intolerably slow. Therefore, demonstrations, sit-ins, riots, and violence have been adopted in desperation by some of the disaffected people of our country in what they have believed to be the only practical and effective way to make the majority aware of the existing injustices and to assure desired remedial action.

Whether or not we agree with the finding of the President's Commission, any helpful discussions of law and order in the late 1960's and 1970's would be less than realistic if we failed to see that our real and overriding problem is to develop, advance, and implement programs to cope successfully with racism and prejudice.

Likewise, we can deal more effectively with student upheavals of recent date when we understand and accept the fact that much of the collegiate discontent arises among well-fed students in the humanities and the social sciences and is the consequence of a keenly felt spiritual poverty in academia.

To deal effectively and wisely with these uprisings in our educational institutions, we should know that there are many sensitive and highly motivated students participating in some of these demonstrations who say and feel that they are spiritually starved, that rigor mortis has set in throughout the giant higher educational system, that marketability and not Truth has become the criterion of intellectual value, that what they are trying to do is to put esthetic and moral values back into the intellectual agenda of the machine age.

I believe it is a fair statement to say that the power structure that makes and enforces the laws of our land, largely made up of the privileged middle class, including most of us, has never had it so good so far as material resources are concerned. It is quite natural that most of us enjoy this affluent life and would like to keep things as they are. The "haves" who become conservative because they want to keep the "good life" for themselves are suspicious and critical of all movements and persons advocating any material change in the status quo. It is when the poor, the misfits, the outcasts, the minorities, the impotent, the bored, and other disaffected people become aware of the "good life," and when their efforts to have a share in it are resisted, that friction and trouble start and the seeds of violence are sown. Individuals and groups think and act in similar fashion when their civil and constitutional rights are denied and when they feel that their constitutional, civil, and religious rights and liberties have been curtailed, denied, dissipated, and materially weakened or watered down.

A democratic society cannot be maintained indefinitely unless its citizens respect and observe the law. Mob violence, burning, and looting cannot be condoned regardless of the reason. Should disorder and violence occur, it must be stopped immediately, fairly, and effectively. Otherwise, we revert to the law of the jungle and the rights of all citizens are placed in jeopardy and no citizen can enjoy the freedoms promised in the Constitution.

Without discounting the absolute necessity of maintaining public order, it must be pointed out that public order will, of necessity, be temporary if injustices and violation of constitutional rights are officially ignored. The insistence on the absence of tension rather than the achievement of justice as the desired goal will bring nothing more than a negative or short-term peace. At such time as constitutional rights and justice are achieved, and the few troublemakers restrained by police, public order will, in large measure, tend to take care of itself.

Before we can deal positively, effectively, and permanently with violence in the streets and in our institutions of higher learning and in the hearts of men, offenders must be classified and catalogued and handled with weapons appropriate to each individual. Otherwise, we may fall into the error of the man who burned his barn to get rid of the rats.

Included in the first classification is the criminal type anarchist and troublemaker who rants, raves, and spews out his hate and prejudice to excite the crowd to mob violence. This individual has no respect for law and order or for the nonviolent philosophy and practices of Martin Luther King or other such leaders, but exploits the popularity of this fallen leader to achieve a selfish purpose. This type of individual who makes up a small minority of the disaffected must be caught by highly trained officers equipped with modern weapons, tried, convicted, and adequately punished for what he really is—a criminal and enemy to a democratic society.

In the second classification is the individual who is a sincere and loyal citizen but who has become impatient, disillusioned, and embittered by repeated indignities and injustices either to himself or others and who, in frustration, accepts violence as the last and only hope of getting the "ear" of the power structure or establishment and justifies this method on the theory that "the end justifies the means."

Weapons of good will, understanding, jobs, decent housing, equal opportunity, friendship, fellowship, and acceptance as a person will be more likely to bring about the desired results with this type of individual than bigger riot guns, lethal weapons, large fines and long prison sentences. The best informed law enforcement officers know that a real danger in dealing with violent demonstrations is over-reaction by the public and police which can result in civil war.

Our American democracy operates under two constitutional mandates: first, to insure that law and order are maintained and, second, to insure that constitutional and individual rights of all our citizens are preserved and protected at all times.

Nothing is more apparent and clear than the fact that liberty, freedom, civil and constitutional rights are empty words and meaningless phrases if the government becomes helpless and powerless to make these concepts a reality. This is one reason that good law enforcement is a necessity.

Strong, well-equipped and manned law enforcement agencies with the know-how to act quickly, wisely, effectively, and decisively if and when disorder breaks out is a must in order to cope with the small minority committed to effect change through violence. However, a strong and well-armed police department is not enough to insure a long-term community tranquility.

A more permanent solution to keeping peace will depend upon the willingness and the opportunity of police officers and others outside the disaffected areas to learn of the social conditions of the community, to develop skills of communication with the disaffected, and to learn the fundamentals of human psychology. The difference between temporary and long-lasting peace may be the difference between uniformed authoritarianism and government of, by, and for the people; the difference between a society which serves the people and one which subjects them; the difference between fear and freedom.

The keeping of law and order with justice in the communities is the joint responsibility of the police, court officials, and the public. Police officers, court officials, and citizens of the community can do much to create a climate of cooperation and compliance with rules of conduct. I find that most offenders accept criticism, arrest, and confinement peacefully and avoid violence if they are treated with kindness, respect, and dignity, but that they resent and resist acts or words which are degrading, humiliating, or undignified. Citizens black or white, rich or poor, are human beings and deserve to be treated with kindness, respect, and dignity by the police and by fellow citizens. These are courtesies which cost nothing and which are powerful weapons to peace, nonviolence, and cooperation. Police cannot do the job alone. Law enforcement officials are crippled if the prosecuting attorneys, the judges, and the jurors fall down on their jobs. The judge must cooperate with the police by showing proper firmness and by preventing unnecessary delays in bringing the accused to trial. The judge is crippled if preventive and corrective agencies are not available. All of these agencies are crippled if citizens do not do their part.

Problems of unrest on our college and university campuses are very much like those in civil life and the application of similar principles and techniques will be useful in coping with them.

It has been several years since I was in college and, for that reason, I may not know and understand the present college generation. I have observed, however, that most students presently enrolled in colleges and universities are thinking and that they are intelligent; they are sincere and have a high sense of Christian and moral ethics. Although they are idealistic, they are very realistic in the sense that they are unwilling to accept as adequate the maxims, platitudes, and moralisms of yesterday.

Even though I respect and admire college students, I do not favor allowing them to determine the policies, curriculum, and rules of the institution. Each one who attempts to do so by a show of force should be given the opportunity of deciding quickly whether he prefers to be suspended immediately or to comply with the institution's policies, rules, and regulations as applied by the trustees, administration, and faculty, and further, to suffer such punishment as may be indicated and assessed for his offense against the school.

Although students should not run the college, the trustees, administration, and faculty should listen to them as they have never listened to them before. In the first place, they get helpful suggestions.

Secondly, nothing would do more to improve the attitudes and remove frustrations of students than to have an official and regular channel through which they could give their suggestions and express their concerns with assurance that each would be heard and considered on merit.

President John Coleman of Haverford College in his commencement address on June 2 of this year said to his audience over 30: "Listen to students, not because everything they say will be relevant and wise, but because their definitions may be sharper and they may be able to lay out an agenda which is broader and better than ours."

If we are frightened by what students are saying, or may say, and many of us are, it may be because they are talking seriously about achieving and doing some of the things that we have professed to believe, namely, that war is wrong and non-Christian; that peace is possible; that human life is sacred; that the worth of every man should be determined on merit and not by the color of his skin; that institutions of higher learning exist for the students.

There appears to be only one way to restore lost communication which is so necessary for a free and nonviolent society, that is: for us finally to adhere to the democratic ethic of equality of opportunity, along with the Christian ethic of brotherhood and love . . . all of which have been missing too long in our affluent society.

Ultimately, the solutions to the problem of the cities, to the unrest of its minorities, lies in the hearts of our people. The challenge is formidable.

EDITOR'S NOTE: Byron Haworth '28 is a judge in North Carolina's Eighteenth Judicial District. Prior to his election, Haworth was judge of High Point Municipal Court for twelve years. Judge Haworth, a graduate of the Duke University Law School, made these remarks at summer school commencement execises at Guilford College August 11, 1968. He is a member of the Guilford College Board of Trustees.

the college and its constituency

WILLIAM G. BURRIS
Academic Dean

Everyone connected in any way with liberal arts colleges today is familiar with the pressing financial problems of these rather peculiar institutions of higher learning. We all know that the competition for funds, faculty, and superior students is becoming intense. Institutions such as Guilford are finding that it takes a maximum effort just to stay even in the race. Unfortunately, many colleges have already given up and accepted a dull mediocrity as their standard of excellence. Some quite honestly admit that they have no other choice and attempt to do the best they can under the circumstances. Others avoid the truth and attempt to persuade the general public and themselves to think about aspects of their operations other than the quality of the faculty, student body, and academic programs. These evasive tactics seem to succeed in some situations, and these colleges are believed to be successful because they have full classrooms, full dormitories, and balanced budgets. The quality and relevance of their educational programs, however, frequently go unexamined.

Re-examination and self-criticism is a terribly difficult task for many liberal arts colleges. Such efforts are frequently ineffective because trustees, administrators, faculty, and alumni view their colleges from different perspectives and share no common frame of reference based upon a realistic understanding of the educational process in modern times. They may agree on statements of purpose and general principles, but this agreement often breaks down when tough decisions must be made as to how these principles are to apply in the programs and activities of the institution. The history of liberal arts colleges reveals the confusion which exists among those who support and operate these institutions. Too often trustees view their association with a college as an "honor" for themselves or a way of expressing sympathy for their own little school; administrators devote themselves primarily to institutional efficiency rather than to the task of providing a climate for creative thought, free expression, and individual growth; professors relax and view their colleges as places to live quietly with friends who believe as they do and to draw a pay check; and alumni regard their old college as a place to satisfy their nostalgic yearnings or as an outlet for their interest in athletics. These may sound like extreme examples but liberal arts colleges in America today are plagued by this kind of thinking far more than we might want to believe.

Admittedly, the financial situation in many liberal arts colleges is critical, but this is not the fundamental problem. I submit that the most crucial problem and the one that is subverting the efforts of these institutions to remain viable is the absence of a realistic frame of reference wherein the objectives and the needs of these institutions are defined. As a consequence, those who

Please turn to page 10

the college and the community

JOHN C. GRICE
Associate Professor of Political Science

In more leisurely days the task of the liberal arts college was threefold: to preserve, transmit and increase knowledge. Preservation of knowledge was accomplished through libraries and thoroughly trained faculty. Transmission of knowledge was achieved by the professor lecturing from his notes into the notebooks of his students or by those students' reading in the library. Increase of knowledge was accomplished through "solid" academic research—meticulous examination of historical and scientific minutiae. The knowledge itself? Greek and Latin, later "modern" languages such as French or Spanish or German. Classics, ancient history, medieval history, modern history (to 1815 or 1914). Rhetoric, later public speaking. Natural history —botany, zoology, chemistry, Newtonian physics, Euclidian geometry, biology, theology, religion, philosophy (usually Greek or Roman).

The student came a raw freshman and filled up on four years of knowledge to be returned to his town or his farm an educated man. He knew his Livy and his Horace and his Homer. He could identify the constellations in the sky and the old myths which gave them their names. He had served his apprenticeship, gained his degree, and knew himself to be an educated man. Some few did go on to further study—their undergraduate education writ large. Some few did go into the outside world in home or foreign missions, returning with tales or faroff lands with heathen customs. Most did not.

The college endured year to year, generation to generation, adding a building here and there, turning out decent, civilized, humane graduates. The fact of graduation was often more important than the education which preceded the graduation itself.

There was time in those days. Time for a four-year holiday from the real world outside the gates of the college. Time to read Scott's novels, each in three volumes (fit for cracking walnuts, they were, or driving fence posts, for that matter.) Mark Twain could cite as evidence of Kipling's fame the fact that his stories were *cabled,* word for word, not mailed. British and French could clash at Fashoda in the depths of Africa, and the crisis could blow over before the rest of the world knew it had begun. There was time in those days and leisure. In a day when "leisure" is a problem, in a day when we are all so pressed for time, we may be forgiven for our nostalgia of those days when the college could be a cloister, a place for calm reflection, an "ivory tower." Those days are gone.

The "outside world" is no farther away than a TV set or a radio. We see our students coming to the college far better trained and better educated than were the graduates of fifty years ago. They know more, and they know fewer things which are not so. The gates of the college are wide open, and there is no longer

Please turn to page 11

operate and support these colleges either focus on the wrong problems or work at cross purposes. Development is impeded because the energies and resources that are potentially available cannot be exploited with maximum benefit. To put it another way, effective solutions are not found because the fundamental problems have not been identified clearly.

Does Guilford College suffer from this kind of fragmentation in its constituency? This is a difficult question to ask, but every liberal arts college that hopes to survive in the highly competitive world of higher education must do so. The answer, of course, is a personal one and can only be given by each individual member of the college's various constituencies. My own personal point of view is that our problems in this respect are far less serious than is the case in many comparable institutions. We can take pride in the fact that Guilford is continuing its development perhaps at a faster rate than other colleges with greater resources. The fact that our support is increasing each year suggests that a realistic understanding of the purposes and needs of the college does in fact exist in many quarters. It is, of course, true that any institution experiencing significant changes in administration, faculty, curriculum, and methods of operation will stimulate disagreement and criticism among its friends and supporters. We must recognize, however, that this is a healthy condition because it creates the ferment necessary for self-evalution and releases the energies necessary for growth. A college that is not engaging in self-criticism and not disputing about the functions it wants to perform is moribund.

Is a salute for disagreement and, at the same time, a plea for a common frame of reference a contridiction? Indeed not. This disagreement and self-criticism must occur within a common frame of reference that rests upon a sensitivity to the realities of the educational process in today's world. I would like to suggest that those who are interested in the survival of liberal arts colleges as viable and competitive participants in the educational process begin thinking in the following terms.

First, we must begin by defining the colleges we support as "educational institutions." A college is not a church, a family, an old home place, a sports club, or a property that belongs to any one person or group. A college is a pattern of human relationships wherein mature scholars and young students interact with each other in the hope of providing experiences that will stimulate everyone involved to use their talents in advancing the cause of human worth and dignity in a world that remains too little concerned with these things. Thus, it is the function (what the college does) that counts. The structure of a college (formal organizational features) is not important except to the extent that it establishes and influences the framework within which these relationships take place. Our attention to structure, therefore, must embody a more fundamental concern with the impact of structure on the interaction that occurs between faculty and students.

The frame of reference I am suggesting must define a liberal arts college as a place where young people can mature as thinking, feeling, and caring individuals. It must further recognize the fundamental importance of the faculty. Trustees, administrators, and alumni perform vital functions in the educational process; however, in the final analysis, the quality and effectiveness of a college is dependent upon the faculty. The one most important factor that distinguishes a college from a research institute, business corporation, or any other type of educational institution is its teaching faculty. Therefore, one of the most important responsibilities of those who govern a college is to recruit and retain the very best faculty possible and to provide work situations which allow these men and women to engage students in a positive and productive way.

This frame of reference also suggests that college trustees be men who are single-minded in their commitment to one institution. Most importantly, however, this commitment must not be to formalities and appearances but to providing the means whereby the most productive relationship between faculty and students can be developed and maintained. Finally, this frame of reference calls for a certain kind of commitment from alumni and friends. Sympathy and good wishes are much appreciated but they are not enough. There must be sustained and effective support for the kinds of educational programs that small institutions are best equipped to sponsor. Specifically, these are programs in the arts and the humanities. Unfortunately, these are precisely the areas where alumni support is noticeably lacking.

Small liberal arts colleges have made vital contributions to the quality of American society, but their impact is declining and will continue to decline unless a stronger spirit of commitment and support takes root among those who supposedly are their friends. As I have tried to suggest, however, this must be a special kind of commitment which is based upon a realistic understanding of the nature of higher education in modern times and a sympathetic appreciation for the

Please turn to page 30

any such thing as the outside world. The students bring it in with them—even go out and drag it in, and hold it up and ask "What is this? Why should it be so? What can we do about it?" They too are pressed for time, and they want answers.

How do the traditional tasks of the liberal arts college fit in the contemporary world? Is a traditionally oriented education of any utility in a society where change is the rule of the game? It is easiest to weasel out of the question by saying "Yes and No." Preservation, transmission, and extension of knowledge are still useful, even essential, in the world as we find it today. The nature of all three has changed, however. In an age in which the sum total of knowledge (or at least data) doubles every five years or less, the presevation of knowledge becomes a far different problem from what it was fifty years ago. Librarians, like mathematicians, now speak of "information storage and retrieval." They deal not only with books and magazines but with microfilms, phonograph records, tapes and microcards. The individual faculty member, like Alice and the Red Queen, must run faster and faster just to remain in the same place. Reading everything in your field is hardly possible in these days.

The nature of transmission of knowledge has changed as well, though perhaps not so visibly. In many ways we still retain the old medieval arrangements—a lectern in front of a group of seats, notes on the lectern, notebooks on the seats, a professor at the front, a group of students in the seats. There are, however, some new items in the classroom: film, slide and overhead projectors, tape recorders and phonographs, closed circuit TV, and telephone circuits. These are only a part of the transmission of knowledge. To study the Congress, you take a group to Washington. To study the United Nations, you take a group to New York. To study Europe? Right this way to the airport. On top of it all, the students take the classroom right out into the community, working in educational programs for the underprivileged, with political parties and candidates, in state and local government, on their *own* initiative.

The faculty still extend their knowledge and that of the society through research and writing. More and more, however, this takes place outside the college gates as well as inside them. Perhaps the most striking change of all is that the students now do so as well. More and more education takes place outside the classroom. Often the quickest way to find out "what's happening" is to ask a student.

In short, the college is no longer a sheltered enclave set apart from the community. It is an integral part of the community and an increasingly important one. The old dividing lines are blurred, if not entirely erased. What is the meaning of the term "liberal arts," if this be the case? First of all, the traditional areas of study have not been done away with. Those who wish to study the classics can and do. More than that, in a time of change a knowledge of our roots in history becomes more and more important. At the very least, the liberal arts graduate should have some sense of historical perspective. Human society seems to have changed more than human nature. (Homer would recognize *some* of my students, at any rate.) Second, the liberal arts graduate must somehow be exposed to the most useful contemporary techniques for understanding the world in which he lives. If these techniques have strange names like "symbolic logic," "cybernetics," "linguistics," or "molecular biology," this does not blunt their importance. As President Eisenhower reminded us, "The future lies ahead." The techniques of the past will not suffice. Finally, the liberal arts graduate should have an inquiring mind. This is not a new educational goal, but it is still an important one. No one in this complex, rapidly changing world can afford to be without an inquiring mind. We cannot do without them, for we have much to inquire into.

A liberal arts college sells one thing—a frame of mind. The liberal arts graduate will, we hope, be interested in the world around him. He will be interested in where we have come from, where we are, and where we are going. He will be able to place his interests in broad perspective, and to approach some body of information, draw conclusions from it, and present those conclusions to someone else in meaningful fashion. He will be able to do this whether he winds up a doctor, lawyer, teacher, farmer, or shoe salesman. His concern will be with the world in which he lives, whatever his profession.

As Franklin pointed out: "To get the bad customs of a country chang'd, and new ones, though better, introduc'd, it is necessary to first remove the Prejudices of the People, enlighten their Ignorance, and convince them that their Interest will be promoted by the propos'd: and this is not the work of a Day."

The task of the liberal arts college, and its graduates, is enlightenment in the broadest sense of the word. That this is not the work of a day is beside the point. The liberal arts graduate should be a person whose education continues as a part of everything he does, affecting those around him and the society in which he lives.



MRS. MARTIN: "It is interesting and also sad to hear what my brothers and others have gone through. For the moment, though, they live relatively satisfactorily."

Alma Martin: 'Displaced Person'

Estonian evacuee returns to Russia after 24 years

Emily Hedrick

Mrs. Alma Martin, who teaches Russian at Guilford College headed toward her native Estonia this summer after a 24-year absence, carrying gifts for her relatives, many of whom have now returned to their homeland from Siberia. Not only did her presents fail to get there, the trip turned out to be the most difficult and costly one she ever took.

The retired home economics instructor, who describes herself as a "displaced person," has traveled extensively. But even though she has been to twenty countries, including a journey to Europe nine years ago, this summer's trip included her first visit back to Estonia since she and her daughters evacuated from the country at the end of World War II.

Her route took her from New York to Paris, where she encountered a public transportation strike. There she lost all her suitcases with her personal belongings and the presents she had bought or made for her relatives.

"My suitcases were probably stolen on the bus the airline furnished into the city," says Mrs. Martin. "Luckily, I have relatives and friends in London. When I got there I didn't even have a nightgown to sleep in. But I didn't care about my personal belongings, just the presents for my family."

Because of the "red tape" involved with the Russian officials, Mrs. Martin, a naturalized U. S. citizen, was unable to obtain a visitor's visa to enter the U.S.S.R. With much difficulty, however, she was able to acquire in Sweden a tourist's visa to the Soviet Union. Therefore, when she was finally allowed to enter Estonia, she could stay only within the confines of the capital city, Tallinn.

Fortunately her two brothers live in Tallinn, but num-

erous cousins, nieces, nephews, and friends had to come there to visit her. And even though she stayed with her brother, she had to pay $17 a day for hotel accommodations which was part of her visa requirements.

Mrs. Martin does not feel free to discuss her country and the changes she observed there. She does venture to say that now there are as many Russians as Estonians in the country, one of the fifteen Soviet Socialist Republics.

"It is interesting and also sad to hear what my brothers and others have gone through," says the native Estonian. "For the moment, though, they live relatively satisfactorily."

The two brothers with whom she was reunited were among the many Estonians who were deported to "an unknown destination" during World War II. For twelve years Mrs. Martin did not know whether they were alive or not. A third brother, she has found out, died in Siberia: the unknown destination.

"But thanks to Khrushchev, two of my brothers and many relatives were released," she says.

The retired professor, who lost her husband and son in the war, actually came back to the United States following the Estonian occupation. She studied for her M. S. degree in home economics at Iowa State University in 1926-27, sponsored by the International Education Board through her government.

English was her primary handicap then, she admits. Having studied the language "only privately," on her own prior to her first trip to America, she did experience some difficulty in adjustment. Now she is fluent in the tongue, as well as several other European languages.

In addition to studying in Leningrad and Tartu, Estonia, Mrs. Martin has done post-graduate work at Cornell University and at Middleburg College's Institute of Soviet Studies in Vermont.

Before immigrating to the United States, Mrs. Martin had taught in several home economics and teacher colleges in Estonia, but the last ten years there she worked as supervisor for the Estonian Ministry of Education, organizing and overseeing the women's vocational education in that country.

"One of the reasons I chose to leave my native country and come to the U.S.A. was that the communistic regime didn't approve the kind of 'bourgeois' education I was conducting," she states.

In the meantime, before coming here, she lived 4½ years in Germany as a "displaced person" working for the United Nations Relief and Rehabilitation Administration and Church World Service (CWS) helping other displaced persons.

As it turns out, her initial goal professionally was not to teach. She reflects that she was turned against the field because "my teachers didn't teach the students but the subject matter." But after decades of teaching, she now has grown to like it.

As for Guilford (her "home" since 1949),she likes the school, "but there are too many changes . . . it looks much different now. I don't know a third of the faculty any more. It has grown so much." She plans to stay here, however, "for the time being."

Mrs. Martin has daughters in Cleveland, Ohio, and Hartford, Conn., as well as a foster daughter in New York. The latter has two sons, her only "grandchildren," one of whom is writing his doctoral dissertation in Helsinki, Finland. Mrs. Martin also visited there on her trip this summer.

When asked about the origin of her name, Mrs. Martin explained that it is actually international, having no one common origin. "I'm at home with my name in many countries. 'Alma' is also very versatile—it's not Estonian, but Latin."

Even though she does not bear a nationally-oriented name, Alma Martin is still very much aware of her background and sentimentalities for the land she left, and where she will never live again.

EDITOR'S NOTE: Emily Hedrick '70 is a native of Lexington, N. C. She has worked summers as a writer for both the Lexington *Dispatch* and the *Greensboro Daily News* and *Record*.



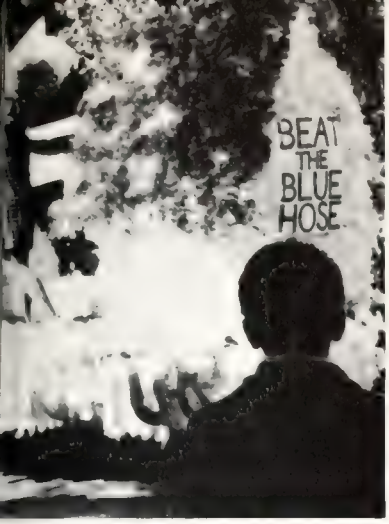


Homecoming Queen 1968—Linda Willis

Homecoming festivities October 26 featured a parade of floats, pretty girls, and the kilted 'Pipes and Drums.' During half-time of the Guilford-Presbyterian College football game, President Grimsley Hobbs crowned 18 year-old freshman Linda Willis of Greensboro Homecoming Queen. The Blue Hose of Presbyterian defeated the spirited Quakers by a score of 21 to 7.







Homecoming '68







Basketball Team Faces Rebuilding Year

To characterize the fortunes of the 1968-69 Guilford College basketball team, you have to think along the lines of a rebuilding year.

The Quakers of Coach Jerry Steele have lost nine lettermen from last season's championship squad which compiled an outstanding 25-5 record and an unprecedented third-straight NAIA District 26 championship.

The top departees include the All-Conference trio of Bob Kauffman, Pat Moriarty and Ed Fellers. Also lost from the Quaker line-up are guards Bo Whitaker, Bob Bregard, Rodney Gaylord and Tom Loftus along with forwards John Brooks and Richie Allen.

Three lettermen returning to lead the Steelemen are Bert Feik, Chris Kline, and John Dixon. There is cause for optimism though, as talented freshmen Jerry Crocker, Tom Ennis, and David Smith along with transfers Chris Crowell and Ed Dyer join the squad

Following the withdrawal of Appalachian State University, the Carolinas Conference this season numbers ten teams, and again the favorite is a mystery as any number of teams can be afforded this role.

High Point, led once again by All-American Gene Littles, returns their entire starting lineup and has to be ranked on or near the top. Catawba, with Dwight Durante and Garland Davis, both All-Conference, is another contender. Atlantic Christian returns four starters as do the Elon Fighting Christians.

Another exciting season is already underway, and don't be too surprised if the Guilford Quakers have their name among the top contenders by tournament time.

Wrestling Schedule

Dec.	6	Washington & Lee	Away
	7	V. M. I.	Away
	10	N. C. Wesleyan	Home
	11	N. C. State	Home
	13	Campbell	Home
	14	Elon	Home
	16	Methodist	Home
Jan.	11	Wilmington	Away
	13	UNC-Greensboro	Away
	14	Elon	Away
Feb.	6	N. C. Wesleyan	Away
	7	Wilmington	Home
	12	Davidson	Away
	15	UNC-Chapel Hill	Away
	17	Campbell	Away

Basketball Schedule

Nov.	29-30	Gate City Tournament	Grimsley High
Dec.	7	Wilmington	Home
	10	Pfeiffer	Away
	12	Catawba	Home
	14	Atlantic Christian	Away
	16	Washington & Lee	Away
	27-28	Holiday Tournament	Grimsley High
Jan.	4	Catawba	Away
	6	Greensboro College	Home
	11	Newberry	Home
	13	Elon	Away
	27	Presbyterian	Away
	29	High Point	Greensboro Coliseum
Feb.	3	Pfeiffer	Home
	5	Atlantic Christian	Home
	8	Wilmington	Away
	10	Presbyterian	Home
	12	Lenoir Rhyne	Away
	17	Lenoir Rhyne	Home
	19	High Point	Greensboro Coliseum
	22	Elon	Home
	26	Carolinas Conference Tournament	Winston-Salem Coliseum

Sports Scoreboard

Football

Guilford	28	Washington & Lee	0
Guilford	10	Elon	21
Guilford	7	Western Carolina	35
Guilford	23	Samford	26
Guilford	7	Lenoir Rhyne	49
Guilford	7	Presbyterian	21
Guilford	14	Newberry	25
Guilford	13	Emory & Henry	44
Guilford	35	Catawba	33
Guilford	22	Appalachian	29

Soccer

Guilford	2	Belmont Abbey	3
Guilford	1	Campbell	5
Guilford	3	Erskine	2
Guilford	4	N. C. Wesleyan	1
Guilford	0	N. C. State	2
Guilford	0	Pembroke	1
Guilford	0	Appalachian	2
Guilford	0	St. Andrews	5
Guilford	2	Methodist	1
Guilford	1	Wilmington	1
Guilford	5	Pfeiffer	2

A lot

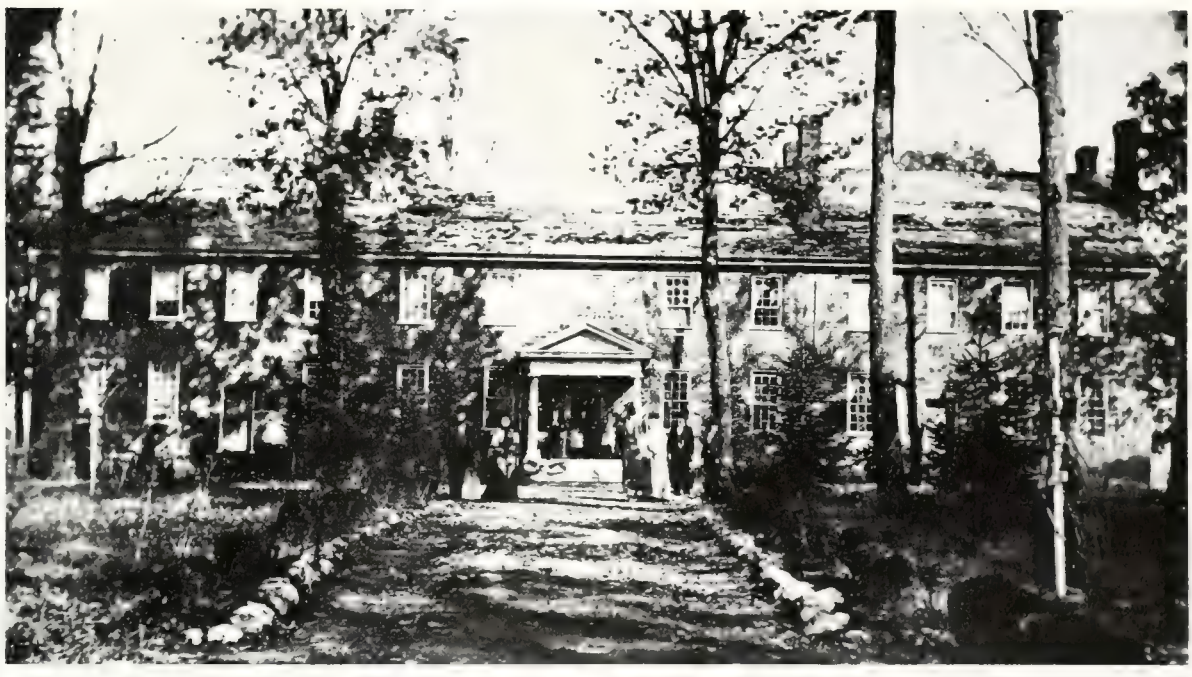
has happened

at GUILFORD COLLEGE

since M. C. Henley

took this photograph of

Founders Hall in 1875



and a lot more

is going to happen

thanks to the

LOYALTY FUND ANNUAL GIVING PROGRAM

1968-69 GOAL . . . $60,000

If you have not yet contributed to the Loyalty Fund, please do so before May 31, 1969.

Unrestricted gifts to the Guilford College Loyalty Fund provide for such things as faculty salaries, classroom aids, laboratory equipment, and library materials.

ON CAMPUS

BOARD OF VISITORS FORMED

Eighty-six state and national leaders accepted invitations to serve on the first Guilford College Board of Visitors, President Grimsley T. Hobbs announced recently.

Among the distinguished civic, business, professional, educational, and religious leaders to be named members of the newly formed board are former Governor Terry Sanford; Dr. William Friday, president of the Consolidated University of North Carolina; and Dr. Lewis Mayhew, professor of higher education at Stanford University.

According to Dr. Hobbs, the board has been formed "to aid the present and future program of the college by advising with the President and other administrative officials." He describes its functions as interpreting the college to specific groups, reporting public reaction to the college, and helping Guilford accomplish its objectives as a Christian liberal arts college.

During the first annual Board of Visitors Weekend, November 15-16, the members saw Guilford's educational program in operation and participated in the life of the college.

The two-day program included classroom visits, discussion groups, and a seminar on "The Problems and Opportunities in Private Higher Education," led by Dr. Sharvy Umbeck, president of Knox College, Galesburg, Ill. The board members were also special guests at the football game between Guilford and Catawba College.

During the main business session, an executive committee of the Board of Visitors was elected. Arnold A. Schiffman of Greensboro, acting chairman of the board, presided over the business meeting.

Members serving three-year terms on the Guilford College Board of Visitors from Greensboro are as follows: W. H. Andrews, Jr.; Mrs. Britt M. Armfield; Edward M. Armfield; Mrs. Nathan M. Ayers; Mr. & Mrs. Edward B. Benjamin; Jack V. Berry; E. A. Bescherer; Mrs. David M. Brown; Joseph M. Bryan, Sr.; Howard E. Carr; Benjamin Cone; Ceasar Cone; Stark S. Dillard; G. C. Eichhorn; C. C. Fordham, Jr.; Mrs. Marietta Forlaw; Stanley Frank; Clifford Frazier, Jr.; J. W. Gawthrop; Charles Gold, Jr.; Carson H. Grantham; Russell F. Hall, Jr; John Harden; John B. Hatfield; N. P. Hayes;

C. O. Jeffress; Mr. & Mrs. J. A. Kellenberger; Huger S. King; Mose Kiser, Sr.; Mr. & Mrs. Ted H. Lind; John Van Lindley; William B. Little; Sidney Low; E. H. McBane; L. P. McLendon, Jr.; L. K. Mann; J. Elwood Mitchell, Sr.; Charles F. Myers, Jr; Charles W. Phillips; Mrs. L. Richardson Preyer; Arnold A. Schiffman; Miss Jeanette D. Sievers; R. Hobart Souther; O. F. Stafford; Mrs. Sidney J. Stern, Jr.; Thomas I. Storrs; Robert G. Trosper; C. M. Vanstory, Jr.; P. J. Weaver; Charles B. Welborn; Bland W. Worley and Edward R. Zane.

In-state members are: Orton A. Boren, Pleasant Garden; William J. Burton, Charlotte; John W. Clinard, Jr., High Point; Mrs. Alyse S. Cooper, Burlington; J. William Copeland, Murfreesboro; Charles A. Dukes, Durham; Nereus C. English, III, Thomasville; Thomas R. English, Jr., High Point; George Finch, Thomasville; Dr. William Friday, Chapel Hill;

John Haworth, High Point; L. Lyndon Hobbs, Shelby; O. Arthur Kirkman, High Point; Paul S. Nunn,

Edwin A. Bescherer addresses the Board of Visitors after his election as chairman of the board's executive committee. Bescherer is executive director of Bell Telephone Laboratories in North Carolina. Other's elected were John Harden, vice chairman, and Stanley Frank, secretary. Committee members-at-large are: Arnold Schiffman, C. O. Jeffress, William A. Tomlinson, and Herbert T. Ragan.



Winston-Salem; Mr. & Mrs. George C. Parker, George; Herbert T. Ragan, High Point; Mr. & Mrs. William G. Ragsdale, Jr., Jamestown; Terry Sanford, Raleigh; William A. Tomlinson, High Point; John Hugh Williams, Concord; Mrs. James H. Semans, Durham; and Ernest G. Shore, Winston-Salem.

Out-of-state members are: Dr. Edgar V. Benbow, Upper Key Largo, Fla.; Dr. James M. Godard, Atlanta, Ga.; Frank Leighton, New York, N. Y.; Oscar O. Marshburn, Whittier, Calif.; Dr. Lewis Mayhew, Stanford, Calif.; J. Warren Mitchell, Atlanta, Ga.; Dr. Morgan B. Raiford, Atlanta, Ga.; Herbert S. Sawyer, Miami, Fla.; E. P. Scott, Ormond Beach, Fla.; Bradshaw Snipes, Moorisville, Pa.; and Miss Anna Lord Strauss, New York, N. Y.

Guilford Joins Consortium

Guilford College has entered into a cooperative program with neighboring Greensboro and Bennett Colleges. For the first time the three Greensboro institutions are attempting to pool their resources, thus enriching their respective programs.

Dr. Frederic Crownfield, the appointed director of the consortium and religion professor at Guilford, states the purpose of the mutual cooperation program is to make each school "a better college as it sees itself." Although resources will be pooled, he says each college will still retain its "distinctive flavor."

"We must be what we want to be and be it better than we'd be if we had to be it alone," says Crownfield.

According to Crownfield, the keynote of the program is "enrichment." The three institutions are now working out their class schedules to facilitate student exchanges. Library resources, academic courses, and guest lecturers are also being shared by the colleges this year.

Library Friends Organize

Plans were announced recently for the formation of an organization to be called Associates of the Guilford College Libraries.

According to Herbert Poole, director of libraries, the purposes of the organization will be: to serve as a medium through which friends of the libraries may advance their own intellectual pursuits and share their enthusiasm for books; to provide a more thorough understanding of the college libraries, their quality, opportunities, limitations, and responsibilities; and to attract to the college libraries, by bequest or by gifts, books, money or other appropriate material.

Presently a steering committee is being formed for the group which is expected to number some two hundred members.

Invitations with informal brochures and membership rates are expected to be ready by late December. Membership will be both by invitation and by application.

All persons interested in membership or committee work may contact the Director of Libraries in advance of the invitations.

Off-campus Seminars Offered

Four off-campus educational seminars are being offered to Guilford students this year, each providing college credits.

The first seminar in New York City December 14-21 provided students the opportunity to explore and research important national and world problems in three study areas. Under the guidance of the political science department, students studied city government and the complex problems with which cities must deal in successfully meeting the changing needs of a growing population. Resources were drawn from the local government of New York City.

Sociology students and department leaders investigated the problems of the inner-city and their human consequences: housing, health, education, employment, race, delinquency and recreation. The history department guided students through the United Nations and examined its role in an increasingly interdependent world.

The first two days of the week-long seminar included a survey of the United Nations and tours-of-observation through the city. The remaining four days were spent in lectures, discussions, and visits to various institutions. Students participating in the New York seminar earned one hour of college credit.

A second seminar, also to be conducted in New York City, will focus on contemporary society and the arts. About forty students will participate in the week-long program scheduled for mid-January. They will become acquainted with leading museums, art galleries, and theatrical companies. The seminar carries one hour of credit.

A Washington seminar is being planned for the spring semester break. The week-long seminar for one hour's credit will examine the problems of government and education.

Seminars Abroad, instituted three years ago, is being expanded to accomodate fifty students for the 1969

summer tour. The students will meet other students in foreign countries and learn something of their governments and way of life, plus visit museums and places of historic and cultural interest. The 70-day tour will be spent in 13 countries and 16 major cities. Prior to the European tour, the students will attend a two-day briefing session in Washington, D. C. with European embassy officials. The study-tour carries three hours credit and will cost about $1600.

According to the co-ordinator of the off-campus seminars, Claude Shotts, these seminars put students "in the arena of education" and allows them to "study history where it is being made."

Arts Series Scores Success

In its inaugurating season the Guilford College Arts Series has scored a "tremendous success," says Clifford B. Lowery, coordinator of the series.

Lowery reports that during the membership drive nearly 400 season tickets were sold to alumni and friends in the community. Faculty and staff memberships number over 150.

During its first week alone an estimated 2000 persons attended a concert by a classical guitarist, a dance recital, a French film, and a lecture by Georgia legislator Julian Bond.

Programs scheduled for early 1969 include a lecture by civil rights leader James Farmer on March 6 and performances by both the National Pantomime Theatre and the Frances Alenikoff Theatre of Song and Dance. The latter two events are set for February 4 and March 11, respectively.

The film series to be presented Wednesday evenings during the spring semester will trace the development of cinematography from the early "Birth of a Nation" to the avant-garde film "Blood of a Poet."

Admission tickets can still be purchased for individual performances. All programs are scheduled for Dana Auditorium at 8:15 p.m.

Inquiries can be addressed to the Guilford College Arts Series, Guilford College Union, Greensboro, N. C. 27410.



A new dormitory for 208 men was completed in October. The three-story structure, costing over $800,000, provides its residents with the most modern, livable, and conducive quarters for study on campus. Each room is air-conditioned, carpeted, and contains built-in furnishings.

The dorm is constructed in four separate units around an open courtyard with outside private entrances and recessed stairways leading to each group of suites.

One first floor unit contains a lounge, a conference room, and kitchenette. Two apartments for resident counselors are located on the second floor. Each unit containing identical four-room suites has a private bath and lounge area.

RECORD NUMBER ENROLL

Guilford College began its 1968-69 academic year with a record enrollment of 1059 students at its residential campus. According to Registrar Floyd Reynolds, this represents an increase of 74 students over last year's fall term enrollment.

The enrollment figures include 382 new students. The freshman class has 338 members, and there are 34 students who transferred from other colleges, reports Reynolds. He lists the other classifications as: sophomore, 256; junior, 180; and senior, 228. Three students are performing graduate study in religion.

The students, 54% of them males, hail from thirty different states coast to coast. North Carolinians are in the lead with 682 students for 65% of the enrollment. Just behind Tarheelia in supplying Guilford students is Virginia with 101 and Maryland with 46. New Jersey, New York, and Pennsylvania each furnish 37, 36, and 32 students, respectively.

The enrollment breakdown further reveals the in-state students are from 59 of the state's 100 counties. Three hundred are from Guilford County, 231 of them listing Greensboro addresses. Neighboring Forsyth County is home for 64 students. Forty-three are from Surry County. Randolph, Rockingham, and Mecklenburg Counties claim 23, 22, and 21 students are theirs, respectively.

Foreigners number nine. The nations of Canada, Chile, Cuba, Dominican Republic, India, Japan, Jordan, Korea, and Venezuela each have sent one young scholar apiece.

Though a Quaker-related institution, members of the Religious Society of Friends number only 149 or 14% of the student enrollment. Methodist and Baptist is the religious affiliation of 271 and 165 students, respectively. Behind the Quakers, ranking third in numbers, are the Presbyterians, Episcopalians, and Catholics. In all 25 different religious denominations or sects are listed by Guilford students.

As for the descendents of former students, they number only 106 or 10% of the total enrollment.

While enrollment at the residential campus hit a new high, the Downtown Campus of Guilford College experienced a 12% decrease in enrollment. Robert T. Willis, registrar of the downtown Greensboro campus, reports the enrollment is 725, down 139 from last year.

Willis' breakdown of the enrollment, according to programs, is as follows: college credit, 542; business education program, 92; high school division, 28; and special adult education, 63.

"The decrease," he says, "is mainly attributable to a decline in enrollment in the business education and special adult education programs. This is where we had the sharpest drop."

Willis indicates improved secretarial courses in secondary schools have caused fewer high school graduates to seek additional secretarial training. Also, only two special courses for adults, both in interior decorating, are being held the fall semester.

Willis points up, however, the enrollment in the college credit program has remained stable.

'Radicals Must Be Contained:' Mayhew

"If colleges and universities are to survive, they must face the problem of how to contain the radical student element," says noted California educator, Dr. Lewis Mayhew. Mayhew, professor of higher education at Stanford University, made the statement at the first Guilford College faculty meeting of the academic year.

The visiting speaker warned that institutions can be brought "to a grinding halt" if the radical left is successful in making inroads into the majority of the student body.

Mayhew identified this radical group as "nihilistic" youth making up one or two percent of the student population. He described them as alienated, disenchanted students who believe "society is so bad that the only solution is to destroy it all and try to rebuild it."

"I am persuaded, however, that the basic solidarity of American institutions permits them to be reformed without being destroyed," he said.

Mayhew informed the Guilford faculty members that colleges and universities should take steps to develop healthier climates, thus easing the chances of student unrest. Preventive measures, he said, include the removal of the institution from governing student life and the establishment of total student jurisdiction over disciplinary measures.

He also noted the need for improved living conditions in student residence halls and for greater freedom in the curriculum.

Campuses are vulnerable to student unrest and uprising, said Mayhew, if they ignore racial progress, fail to provide channels for hearing student opinions, and overemphasize graduate instruction while ignoring undergraduate training.

Specific issues he sees as likely to increasingly "bug" the radical students are ROTC military training, campus recruitment, and faculty promotion policies.

Turning to the need for the faculty's own reassessment and introspection, Dr. Mayhew said colleges "must develop the concept that teaching is a helping profession rather than disciplinary." He sees colleges as providing a service designed to help students develop.

Mayhew said that institutions must now begin to accept the profound changes in the college population. "There ought to be an honest comparison of what the curriculum is and what the students want," he said.

Students Take 'Time Out'

On October 29 Guilford College students joined college students from all across the country in taking "Time Out" to discuss the issues.

The program, under the auspices and guidance of the National Student Association (NSA) was co-ordinated on the campus by Vicki Wyszynski, a freshman Richardson Fellow from Chapel Hill.

The purpose of the day, according to Miss Wyszynski, was "to examine the issues facing students today and, further, to define what their role should be in them."

Among the planned activities were a speech by Charles Morgan, American Civil Liberties Union attorney from Atlanta; seminars on curriculum changes, institutional racism, the draft, and community action; a "speak-out" where students and faculty alike could air gripes; and a city-wide march to the courthouse lawn for a "teach-in."

Morgan, was received by a rather small but enthusiastic audience. He spoke on the growing ineffectiveness of the nonviolent movements, the apathy on the Southern college campus, and the then-impending national election. He described himself as "the only man in this country who thinks Hubert Humphrey can win."

In further statements, Morgan said that the situation on typical Southern campuses, where there is a noticeable lack of political activity, is that of "the bland leading the bland."

"The academic community all over the country is a disinvolved and a disenchanted one, leaning away when at all possible from the politics of controversy."

"A lot of students may want a revolution, but they are evidently not willing to fight for it." He then cited student activity at the Chicago Democratic convention as an example of unsuccessful attempts at getting into the political process.

Morgan, who spoke later in the day at the courthouse teach-in, represented Capt. Howard Levy, the Army doctor who was court-martialed for allegedly refusing to treat Vietnam-bound soldiers. He also argued the Julian Bond case before the U. S. Supreme Court and is now involved in legal action for Mohammed Ali (Cassius Clay).

Participation in the Time Out seminars was less than anticipated, partially attributed to the fact that the faculty and administration did not officially endorse the project. Much controversy was raised among faculty members because the day was planned before opportunity for approval or rejection was given. Questionnaires were distributed to the faculty approximately a week prior to the day, asking them to indicate their view on the program.

The reaction tended to be, at that point, rather vehement. Whereas some teachers were agreeable to the schedule and did not object to their students cutting classes, others were indignant about the "tearing down of the only formal structure I have to build my classes on."

Dr. Rudy S. Behar of the English Department, who first of all opposed the manner in which and the time at which the faculty were notified, said that he, for one, resented being given an ultimatum.

"Either we were suppose to be for it, apparently, or totally against it. I refuse to stuff my humanity into one of two little boxes. I didn't want to be somebody's patsy, but I didn't, on the other hand, want to be labeled a fink. . . . If the students were really sincere about wanting a 'time out' to discuss their problems, why didn't they choose a Saturday, when they wouldn't interfere with classes?"

As it turned out, only about 200 Guilford students participated in the program, those being, noticeably, the more active students who are habitually involved in campus affairs. The seemingly most popular feature was the speak-out on Founders Porch, at which Deans Barbara Rau, Jerry Godard, and William Lanier discussed various rules and regulations with the approximately 80 students who gathered there. Students also raised questions among themselves, such as the campus newspaper and Student Legislature.

The several seminars during the course of the day were not as well attended as the speak out. However, the reaction toward them seemed favorable. At the meeting on the draft, approximately 40 persons, including a representative from the American Friends Service Committee and Dr. Carroll Feagins, discussed consciencious objection; twenty-five met with Dr. Will-



Students marched well-guarded to the courthouse for teach-in during 'Time Out.'

iam Burris to review the establishing of a free university at Guilford; and about a dozen enlisted in community-oriented activites, resulting in the reinstatement of GUTS (Greensboro United Tutorial Service) on the campus.

The "solidarity march" in the afternoon was aimed at solidifying relations with other area college students and voicing the potential of student involvement in the community. Charles Morgan joined Will Allred, director of the State Council on Human Relations; Terry Ashe of UNC-Greensboro, local NSA representative; E. A. McCoy of A & T State University and others in speaking to the nearly 500 students who congregated in 49-degree weather on the courthouse grounds.

A repeated theme for the speakers was to remind the Greensboro students populace of their capacity for influencing the city not only in matters of economics but also of social service. One young speaker called for "student power, determination, awareness, and involvement. In return for our services, we ask the support of the community."

He was among the several who chided the city for ignoring the potentialities of its college population in the realms of, for instance, education and politics. As Allred put it, "What this city needs is to be kicked in the pants." "Positive activism" on the part of the students was suggested to be the answer to "awakening" the city.

The marchers, who came in two large blocs from the opposite ends of town, were escorted by a sizable force of policemen and sheriff's deputies. The predominantly white group from UNC-G, Greensboro College, and Guilford remained comparatively unanimated until the Black students from Bennett College and A & T showed up chanting "Hey, hey, Say it loud: I'm Black and I'm proud!" Many carried posters reading "Are Students Niggers Too?" "Loving People is Beautiful," and "To Hell with the Establishment."

The tone of the gathering changed markedly with their arrival, but no incidents occurred; the marchers proved their contention that an orderly, peaceable demonstration could be carried out.

The Time Out Day as a whole, though not so successful in support and participation as hoped, did serve to confront a substantial segment of the student body with a number of pertinent issues—issues in which the individual, as Time Out emphasized, still must find his own role. — *Emily Hedrick '70*







Hilty Opposes Travel Ban

A position paper by Hiram H. Hilty in opposition to proposed travel restrictions on U. S. citizens was published in the *Congressional Record,* August 2. Hilty's testimony on behalf of the Friends Committee on National Legislation was presented before the Senate Foreign Relations Committee. (The legislative committee provides members of the Society of Friends the opportunity to express their convictions concerning legislation of special interest.)

In his testimony Hilty voiced strong objections to a Senate proposal authorizing the Secretary of State to restrict the travel of U. S. citizens. Hilty stated that the bill "assumes that the travel arrangements of American citizens are no longer a matter of personal preference, but a tool of U. S. foreign policy."

"Quakers firmly believe that intervisitations across national and cultural lines can help build that understanding and tolerance which are an essential ingredient of peace. In keeping with this view, we believe Americans should be encouraged to travel abroad, and non-Americans, of whatever political persuasion, should be encouraged to come to the United States, so that we can learn from each other," said Hilty.

Hilty elaborated upon his position by detailing "the adverse effects of current restrictions on travel to Cuba." He proposed in behalf of the Quakers that trade with the Cubans be resumed and that travel restrictions to the island nation be lifted.

In conclusion Hilty stated, "Americans should be allowed to go to all countries at their own risk. In our view, the possibility for building a more peaceful international community of nations would be increased, if present travel restrictions were rescinded rather than strengthened."

Hilty is Chairman of the Department of Foreign Languages and Professor of Spanish.

FACULTY MAKE NEWS

Maurice T. Raiford, instructor in physicis, presented a paper at the annual fall meeting of the American Physical Society in Miami Beach November 25-27.

The paper, entitled "Statistical Dynamics of Quantum Oscillators and Parametric Amplification in a Single Mode," was an outgrowth of his research in the field of quantum optics.

Raiford earned his B.S. degree from Guilford College in 1961 and his M.A. from William and Mary College. He is currently working towards his Ph.D. in physics at Duke University.

An article co-authored by *E. Newsom Williams* and *Dr. Lewis P. Aiken* appeared in the August 1968 issue of *Perceptual and Motor Skills.* The title of the article is "Three Variables Related to Reaction Time to Compare Single-Digit Numbers." Williams is an instructor in psychology. Aiken, chairman of the psychology department, is on a leave of absence for post-doctoral study at UCLA.

Clemmons Counsels Students

Special psychiatric counseling services are being provided to Guilford College students this year by Greensboro psychiatrist, Dr. R. S. Clemmons. This is the first year a trained psychiatrist has been retained by the college to counsel students with emotional problems.

Dr. Clemmons, a 1954 alumnus of Guilford and a graduate of the Duke Medical School, holds regularly scheduled appointments on the campus. He has responsibility for initial interviews with students and directs inservice training sessions for faculty and staff.

Class Agents Kickoff Fund Drive

More than fifty class agents and friends of the college marked the start of Guilford's third annual Loyalty Fund drive with a strategy mapping session during Class Agents Day, October 12.

After a morning coffee session at the home of President and Mrs. Grimsley T. Hobbs, the first order of business was a workshop session on class solicitations. The meeting offered agents the opportunity to raise questions before and after formal presentations by Jack E. Tilley, president of the Alumni Association; Robert A. Newton, chairman of the Loyalty Fund campaign; and William Benbow, director of Alumni Affairs.

The speakers stressed the importance of the Loyalty Fund in meeting the most urgent needs of the college. It was pointed out that unrestricted gifts provide for such things as faculty salary increments, equipment for classrooms and laboratories, books and periodicals for the library, expanded administrative services, and even utilities and maintenance.

Following a noon-time buffet luncheon in Founders Hall, M. Henry Garrity, director of development and alumni affairs at Wake Forest University, delivered an address. Garrity told his audience of class agents, trustees, and friends that Guilford College is not "unique" or "alone" in its problems. He emphasized that many of the problems confronting the college exist at other institutions in the state and around the nation. Only the "intensity" or degree of the problems may vary, said Garrity.

During the eight-month campaign now underway, class agents will seek contributions from over 7000 fellow alumni towards a $60,000 Loyalty Fund Goal. This is a $20,000 increase over last year's goal. Participation is aimed at over 1500 donors. In its first two years alone the Loyalty Fund has raised over $82,000.

Class Notes

'31

Louise Thurber Honeycutt of 3308 Raeford Rd., Orlando, Fla., has become a technical librarian in the Winter Park Public Library. She previously was a technical librarian with the national space program.

'34

Warren B. Bezanson of 1402 Canterbury Rd., Greenville, is professor of English and Assistant Dean of Academic Affairs at East Carolina University.

'35

Mamie Rose McGinnis Wilkerson of 300 Hyslep Ave., Westfield, N. J., is now Director of Pupil Services, Roselle Park Public Schools. She also serves as an elder in the Presbyterian Church of Westfield, is on the Board of Directors of the Presbyterian Community Center of Elizabeth, N. J., and is a member of the Synod of N. J. Presbyterian Counseling Committee.

'39

J. Floyd (Pete) Moore and his wife Lucretia, observed their 25th wedding anniversary by taking their family on a cruise to Western Europe, visiting areas in which Pete worked or visited on behalf of various Quaker concerns during the past 20 years. They had a delightful visit with **Udo Gengenbach,** '54, of Pforzheim, West Germany, who sent greetings to all fellow Guilfordians.

'46

Berlene Pearson Gant is a teacher of the educable mentally retarded, Wilkesboro School, Wilkesboro.

'47

Jean Walsh Desebaeups of Great Oak Rd., East Orleans, Mass., was elected Town Clerk last year for the town of Orleans. Previously, she has been in commercial banking. She and her husband Paul have three children.

'48

Mary Elizabeth Barney Baker and **Ben Baker** '51 are living at 2102 N. Heritage St., Kinston. He is now in private practice in pediatric dentistry after being on the faculty of the University of North Carolina Dental School for five years. He is the author of a dental auxiliary textbook, "Clinical Sciences," which won first prize in U. S. correspondence instruction textbooks competition, category of science.

'50

Richard W. Hoyle and his wife **Caroline Hopkins Hoyle** '51 now make their home on R.F.D. Hayes Mill Rd., Atco, N. J. He is an installer for Western Electric Co. They have five children.

W. Lane Kerr has been appointed Director of Information Services and part-time instructor in English at High Point College. Previous to his employment at HPC, he had been a staff writer for the *Greensboro Daily News.* He and his wife and children reside at 714 Montlieu Ave., High Point.

'51

James Finch is beginning his third year as principal of Annandale High School, Annandale, Va.

'53

Sam H. Shugart was recently given special recognition in the *Goldsboro News-Argus* as a personality in the news. Since 1966 he has served as principal of the Walnut Street Elementary School in Goldsboro. He is also president of the local N.C.E.A. chapter. He and his wife **Mae Nichols Shugart** make their home at 108 Hilldale Lane, Goldsboro.

Thomas S. Whitlock, a real estate appraiser for the State Highway Commission for the past six and one-half years, has resigned his state position to open his own appraisal office. He has been in the appraisal profession for 13 years. He resides at 73 Robin Hood Circle, Winston-Salem.

'54

Colin R. Edwards, field underwriter in the Greensboro office of the Home Life Insurance Company of New York, was awarded the Chartered Life Underwriter designation at national conferment exercises of the American College of Life Underwriters in Philadephia, Pa., on Sept. 6. He has qualified for both the National Quality Award and the National Sales Achievement Award of the National Association of Life Underwriters.

Dr. Willis P. Maier has been promoted from instructor to assistant professor of surgery at Temple University School of Medicine in Philadelphia.

'55

Barbara Shepherd Garrison was recently appointed reference librarian of N. C. Wesleyan College in Rocky Mount. She previously served as a classroom teacher both in N. C. and Texas. For the past two years she has been a part-time instructor of library science at East Carolina University. She is a member of the N. C. Library Association.

'56

Barbara Hart Kearns, her husband Scott and their thirteen-month old son are living at 7244 Highland Ave., Kansas City, Mo.

Charles H. Myers was named manager of the Greensboro district office of the Social Security Administration. He will oversee SSA operations in the four-county district comprised of Alamance, Caswell, Rockingham and most of Guilford County. He joined the SSA in 1956.

'57

Edwin Wiles is returning to Southern Pilgrim College in Kernersville to head the science program after a two-year leave of absence. He has served the college for nine years. He has just finished his Ph.D. in science at N. C. State University in Raleigh.

'58

Nicole Schreiner and William C. Vogel were married Sept. 1. They live in San Francisco, Calif., where he is an account executive with an advertising agency.

Alvin Jaffee recently started a practice in pediatrics in Houston, Tex. He is also on the staff of the Baylor University School of Medicine in charge of the pediatric outpatient department at Hermann Hospital.

William B. Wallace recently completed an intensive two-part program in pharma-

ceutical sales conducted at Eaton Laboratories in Norwich, N. Y. He is now assigned to a sales territory headquartered in Philadephia. He, his wife **Marva Ann Bowen** and their three sons live at 30 Strawbridge, Ave., Westmont, N. J.

Annabella Elias Juchter and **John P. Juchter** '59 are now living at 331 Link Rd., Waynesboro, Va. John is an electronics technican with General Electric Co., Aerospace Electrical Equipment Department.

'59

Robert D. Marsh has been appointed chief of the High Point bureau for Fairchild Publications, Inc. He heads one of Fairchild's 40 news bureaus around the world. Fairchild, with home offices in New York City, publishes seven business newspapers. He and his family live at 606 Spruce St., High Point.

'60

Betty Chilton Rierson and her husband **William F. Rierson Jr.** '61 announce the birth of their second son Lee, born May 19.

'61

Melvin Gerald Poplin has accepted the position of principal of the Ansonville Elementary School. He lives in Norwood.

'62

Rev. Johnny James Boles and Marjorie Susan Rehm were married Sept. 7. He is associate minister of Dilworth United Methodist Church, Winston-Salem.

Carey Reece Jr. is Headmaster of Virginia Beach Friends School, an ungraded elementary school in Virginia Beach, Va. He and his wife **Judith Vail Reece** '64 became parents of Carole Llewellyn Reece on Feb. 6.

Susan Pipkin Varner and **James Greer Varner** '68 announce the birth of a son, James Greer Jr., born Aug. 13. They live on Lynch Mill Rd., Altavista, Va.

Robert Rees Lovell and Penelope Jayne **Warner** were married Aug. 17.

Thomas Monroe Whiteley and Sara Jeanette Elder were married Aug. 11. He is continuing his graduate work at the University of North Carolina at Greensboro. They are living at 3812-D Mosby Drive, Greensboro.

'63

Leonard Walter Matthews III and Mary Alice Lineberger were married Sept. 28. They live at 1608 Smith Level Rd., Heritage Hills, Chapel Hill. He received a B.S. degree in 1966 from the School of Pharmacy at UNC. He is now head of pharmacy at Lincoln Hospital in Durham.

Steen H. Spove is working on his Ph. D. in English at UNC. He and his wife and son are living at 172 Hamilton Rd., Chapel Hill.

Brinley K. McDanel has recently been transferred to the Naval Air Station at Meridian, Miss., where he will be for the next five years.

Gary D. McGee of 4727 Fairheath Rd., Charlotte, is a manager trainee of Mutual Ins. Co. of New York. He is in charge of recruiting for the company in northwestern N. C. He and his wife Susan have a child born June 27.

Fred Monroe Lomax III and Rosalyn Rogers Fleming were married Aug. 11. They live at 5429½ Olender Dr., Wilmington. Fred is a loan officer with N. C. National Bank and president of Consumer Credit Association of Wilmington.

'64

Pearl Neave and Charles A. Woellner were married Aug. 20. Chuck is employed with Cameron Brown of Greensboro; Pearl teaches French at Northeast Senior High School.

Donald R. Foltz has been promoted to Captain in the Army while serving with the 85th Evacuation Hospital in Vietnam. Donald entered the Army in January, 1967, and was stationed at Fitzsimons General Hospital, Denver, Colo., before arriving in Vietnam December, 1967.

Paul Updegraff has accepted the position of head basketball coach at Lucy Ragsdale High School in Jamestown, near Greensboro. Paul and his wife **Dahl Etchison** '65 and two children live in Jamestown.

John C. Bailey III, 1st lieutenant, U. S. Marine Corps, has returned from active duty in Vietnam after thirteen months. He is now stationed with the second Marine Division at Camp Lejeune.

Ronall Richard Davis and Cathy Antoinette McLendon were married Aug. 22. He is studying for a master's degree at UNC-G.

William Gerald Drew of Memphis, Tenn., received an M.S. in Pharmacology in 1966 from Bowman Gray School of Medicine. He will receive a Ph.D. in Neuropharmacology from the University of Tennessee Medical Units in June, 1969, and will begin as a staff-fellow in early 1969 at the National Institute of Mental Health Addiction Research Center in Lexington, Ky.

Linda Maerz, now living at 500 Watchung Ave., Watchung, N. J., received her B.A. in psychology at Brooklyn College —Evening Division in 1968. She is working at American Telephone and Telegraph Co. in New York City as a computer programmer in the treasury department.

H. Brown Clodfelter was promoted to weaving section overseer of Dan River Mills of Danville, Va.

'65

Ronald S. Jamieson II is presently employed as an insurance broker by his father in the Jamieson Insurance Agency. He is living at 600 High St., Hackettstown, N. J.

1st Lt. Michael L. King has received the Army Commendation Medal while serving with the 124 Transportation Command near Cam Panh Bay, Vietnam. He was cited for his meritorious service as operations officer in the command's movement control center.

Hugh Normile and **Lynn Morris Normile** '67 are living at 620-B Grannis Ave., Titusville, Fla. He is a trial attorney for the Brevard County Solicitor's Office and Assistant Solicitor. He graduated from the University of Florida Law School in 1967, and was admitted to the Florida Bar in June, 1968.

Lt. Walter Andrew Hines III and Nancy Jane Grubb were married Aug. 17. They live at 106 66th St., Virginia Beach, Va., where Mrs. Hines is a teacher. He is now serving with the Navy in Norfolk, Va.

Lillian Carol Davis and Paul John Killos were married Aug. 31. He is now a candidate for the Ph.D. from American University. They live in Alexandria, Va.

Janice Frances Rogers became the bride of Ens. Bernard Francis Kruer of Patuzent River, Md., June 29. They live at Lexington Park, Md.

Lloyd Howard Turlington and **Gloria Phillips Turlington** '66 are living at Franklin Springs, Ga. She is a teacher at Franklin County High School, and he is the athletic director and basketball coach at Emmanuel College. Both will lead an annual three-week student tour to Europe, leaving June 6, 1969.

Jean Ellen Redding and Charles Marcus Harris were married July 7. They live at Miller Park Circle, Winston-Salem.

'66

William Spencer Neal and Nancy Louise Davidson were married July 20.

Franklin C. Wilkerson III is presently enrolled at UNC-Chapel Hill, School of

Social Work.

Penny Allen Rowe and **David Rowe** of 1505 Collier Ct., Charlotte announce the birth of a son, Allen David Rowe, born Aug. 1. Both Penny and David teach in the Charlotte-Mecklenburg Schools.

Sandy Gann has been named head basketball coach at Northwest Guilford High School. For two years he was head baseball and J. V. basketball coach at Northwest. His baseball team won the Mid-State 3A championship last year.

Luther Reece Medlin Jr. and **Carol Elaine Nursey** '71 were wed July 27. They live at 2407-E Patriot Way, Greensboro.

Robert Thad Mackie and **Mildred Criag Britt** were wed July 13. They are living in Richmond, Va., where he is in his third year of Dental School at the Medical College of Virginia. She is employed with Blue Cross-Blue Shield.

Elinor E. Rush and **Eric Rush** are living at 539 Dewey Ave., Boulder, Colo., where he is attending the Institute of Broadcast Arts in Denver. They were married in April.

Rosalyn Ellen Parrish is presently a social worker with the Johnston County Department of Public Welfare in Smithfield. She did graduate work in the School of Social Work at UNC-Chapel Hill in 1967.

Herbert A. (Buzz) King and **Kaye Budd King** '67 announce the birth of daughter, Virginia Claire, on June 14. They are living in Carrboro while Buzz is attending the UNC School of Denistry.

'67

Anthony Barry Miller has been appointed a teacher in history at North State Academy for grades seven through ten. He received his M.A. degree in history from UNC-Greensboro in August. He and his wife Patricia Aileen live in Hickory.

James Harrison Sasser and Belinda Louise Johnson were married Aug. 4. He is on the coaching staff at Dunn High School. They live on Surles St. in Dunn.

Billy Kay Ferree and Carolyn Ruth Black of Winston-Salem were married Aug. 17. They live at 1900 Queen St., Winston-Salem.

Richard Lawrence Crutchfield is presently serving as a medical corpsman with the 312th Evacuation Hospital Unit in Chu Lai, Vietnam. His tour of duty will end in September, 1969.

Sylvester Owen Smith III and Irma Carroll Bowman were married recently. They live at Bolin Brook Farm in Chapel Hill.

Gail Francine Johnson and **James Godwin Grizzard** '68 were married Aug. 4. He is employed as a quality control supervisor at U. S. Gypsum Co. in Jacksonville, Fla. She teaches in Duval County.

Richard Tyler Edmonson Jr. and Rachel Annette Windham were married on Aug. 31. They live in Albuquerque, N. M.

James W. Allen III is a first lieutenant in the Marine Corps. Presently he is serving with a Marine Air Support Squadron in South Vietnam.

Carolyn Rackley Faulk and her husband Sgt. Joseph J. Faulk are living in Albuquerque, N. M., where he is in the U. S. Air Force. She is a second grade school teacher.

Craig Richard Wiggins and Rebecca Susan Anderson were married July 21. Mr. Wiggins is presently on a scholarship at the Whorton School of Business where he will obtain a master's detree in business administration. The couple reside in Philadelphia, Pa

Frederick Lucien Callaway recently completed the Executive Training Program at the J. L. Hudson Dept. Stores in Detroit and was promoted to Assistant Buyer of colonial furniture. He is also a member of the U. S. Army Reserve.

John G. Sink Jr. has been commissioned a second lieutenant after completing Officer Training School at Lackland Air Force Base, Texas. He has been assigned to Mather Air Force Base, Calif., for training as a navigator.

'68

Raymond William Moody and Pamela Sue Dawer were married Aug. 31. The couple live at 1228 Pamlico Dr., Greensboro.

John Smith Gabriel Jr. and Christine Warren Dark were married Aug. 17. They live in Charlotte.

Eveline Langdon Smith was married to Stephen Bruce Kemic on May 30. They are living at 2031 Grandview Ave., Apt. J, Boulder, Colo.

Eileen Marilyn Sivertsen and **Michael Forney Byers** '69 were married Aug. 24. They reside in Richmond, Va.

Don Carter and Elizabeth Parker Brogdon were married on Aug. 24. They are making their home in Greensboro.

Joan Susan Schaefer was married to **Frederick Wilson Gray** on Aug. 17. They live at 518 Overlook St., Greensboro.

James Booth Caskie and Janice Marie Price were married on Aug. 17. They live at 210 Adams St., Apt. 1, Greensboro.

Judson Bolling Franklin and Carol Cobb Andrews were married Aug. 31.

James Stewart Bryan and **Martha Kendrick Gibson** '69 were married Aug. 18. He is now a professional baseball player with the Chicago Cubs and plans to further his education in dentistry. They are making their home in Greensboro.

Dorothy Aliene Alley and **Grimsley Taylor Hobbs Jr.** '70 were married Aug. 24.

William Larry Cranfill and Peyton Davis were married Aug. 18. They live in Winston-Salem.

Ralph William Guffey and Patricia Ann Milo were married on Aug. 17.

Gary Zambor and **Annabelle Tilley Zambor** are living in Wayne, N. J. He is working with the Wayne School District, instituting the first educational program in Wayne's Juvenile Shelter. She is teaching at Tottowa Elementary School in Wayne.

Michael Theodorakis is the winner of the 1968 Student Membership Contest for his paper entitled "The Carians and an Interpretation of the Daedalos-Ikaros Myth". He will receive a year's membership in the Archaeological Institute of America, including a subscription to *Archaeology*, the institute's quarterly publication. He has gone on to do graduate work at UNC-Greensboro.

Patricia Sue Thomas became the bride of John Milam Brame on Aug. 17. They are living at Quantico, Va.

Ronald Brooks McKinney and Carolyn McNairy Ozment were married Aug. 3. They live at 3700-A Manor Drive, Greensboro. He is a teacher at Stoneville School.

Harry Ramsey White Jr. and Anne Elizabeth Kitchen were married Aug. 17. They live in Virginia Beach, where they both teach school.

Carol Ann Macon and Gary Lee Turner were married July 14. They live at 509-A Steele St., Greensboro.

Richard D. McKelvie has been named a Peace Corps Volunteer and assigned to Orissa, a predominately agricultural state in India.

Airman **L. C. Lee Wayne Joyce** and Beth Susan Clay were married Aug. 17. The couple live at Homestead, Fla. where he is stationed.

Airman **Robert B. Brown** has completed basic training at Lackland AFB, Tex. He has been assigned to the AF Technical Training Center at Keesler AFB, Miss., for specialized schooling as a personnel specialist.

Emmett Robert Crutchfield II and

Sarah Gail Gilliam were married Aug. 10. The couple is living in Charlotte.

Alan Winfield Sutton and **Virginia Somerville** were married Aug. 10. They are living in Palms Apartments in Greensboro. He is employed by Jefferson-Carolina Corporation as Assistant Manager of Sales and Promotion.

The October issue of *Pro Basketball Almanac* features **Bob Kauffman** as one of the ten top rookies in the NBA. Recently there was a feature on Bob in the Seattle Supersonics' News.

Elizabeth Lockwood Killman became the bride of **Jeffrey Lee Linn** '69 on Aug. 18. They are living in Thomasville.

Lynda Spurlin was married to Lee Joyce May 5. They live in Circle M Trailer Park Summerfield, N. C.

Linda Ann Toombs and Terry Wayne Kersey were married Aug. 25

Sherrill Wayne Doby and Lynne Webster Serge were married June 8. He is head football coach of South Stokes High School. They live in Walnut Cove.

Airman **Eugene T. Bruni** has completed basic training at Lackland AFB, Tex. He has been assigned to the Air Force Technical Training Center at Lowry AFB, Colo.

'69

Mildred Winifred Davis and Stephen Wilkinson Harwell were married on Aug. 17. They are living in Richmond, Va., at 1025 Floyd Ave., Apt. 3.

Bruce K. Babish is serving as a pilot in the U. S. Army 282nd Assault Helicopter Co., Danang Run, Vietnam.

'70

Army **Pvt. John W. Stanley** completed basic training at Ft. Bragg in September after entering the Army in April, 1968.

Judy Anne Teague and Paul Glenn Frye Jr. were married Aug. 25. They live at Lake Hill Apts. in Charlotte.

Coble Wins House Seat; Osteen Loses



J. Howard Coble '49

Four Guilford alumni emerged victorious after the tallying of ballots cast in the November 5 general election.

Elected as a member of the Guilford County delegation to the 1969 North Carolina House of Represenatives was **J. Howard Coble** '49. Coble, running on the Republican ticket, placed fourth in the contest for the county's six seats in the House. He has served as Assistant Guilford County Attorney for the past several years. This was his first bid for public office.

Byron Haworth '28 and **Herman G. Enochs Jr.** '52 were the two top-vote getters in their race for Guilford County's six new district court judgeships. Both are Democrats. They were sworn into office in early December when the new district courts replaced the lower courts. Prior to the court reforms, Haworth was judge of High Point Municipal Court. Enochs was judge of Municipal-County Court in Greensboro.

In the race between classmates **Mark Stewart** '50 and **Ernest H. Ferris** '50 for the post of Guilford County Register of Deeds, Stewart was the winner. Stewart, the Democratic incumbent, polled nearly 10,000 more votes than his Republican opponent Ferris.

Two other Guilford alumni waged close but unsuccessful political campaigns. Republican **William L. Osteen** '53 was defeated by Democrat L. Richardson Preyer by some 5,000 votes in North Carolina's Sixth Congressional District contest. **J. Benjamin Miles** '52, a Democrat, ran seventh in the race for Guilford County's six district court seats.

Attention Guilford alumni! We need your help in gathering information of our alumni notes. This is one of the best means we have for maintaining close ties with you, and at the same time keeping our files and records up-to-date. Please feel free at anytime to inform us of any change or event concerning you or your family, such as: weddings, new baby, moved, changed occupations, attending graduate school, recent honors and awards, travels, etc. Just like the changing times, so are Guilford alumni changing and making news. Therefore, it is up to you to keep us informed. Stay alert for the Guilford alumni news which is happening at this very moment in your own area. Mail your alumni news to Editor, Guilford Alumni Journal, Guilford College, Greensboro, North Carolina, 27410.

Continued from page 10

enormity of the task at hand. The future of many small colleges is dim because this kind of commitment simply does not exist. For others the future seems bright because they are supported by people who understand and appreciate their needs and are willing to help out. These institution are developing the necessary resources, both human and financial, which will enable them to compete effectively in the future. They are succeeding because their trustees, administrators, professors, students, alumni, and friends share a realistic perspective about the goals and the needs of these institutions. This is the challenge that Guilford College now faces. I believe that it is well on its way in meeting that challenge.

IN MEMORIAM

1894

W. J. Armfield Jr. of Asheboro, N. C., died September 4 on the eve of his 93rd birthday.

A member of the baseball team while attending Guilford, Armfield was paid $1,000 by his father to pursue a business career instead of professional baseball. He used the money to found the Bank of Randolph in 1894, serving as its president until 1963 when it merged with Wachovia Bank and Trust Company. He was one of the founders of the Peoples Savings and Loan Association of which he was president for 48 years. He was president of Acme Hosiery Company and co-owner of the Sapona Manufacturing Co. in Cedar Falls. He also was one of the organizers of Randolph Hospital, Inc.

In 1900 Armfield married Sally Millis of High Point, and they had eight children. She died in 1952. His son, Britt, a member of the college's Greensboro Advisory Board, made the first donation toward the building of Armfield Athletic Center in honor of his father. Other children, including William Armfield III and Edward Armfield, and several grandchildren followed with donations. In 1961 Armfield Athletic Center was dedicated in honor of W. J. Armfield Jr. and to the memory of his sons, Britt and William, who died before the stadium was completed.

The football game on October 12 between Guilford and Samford University was played in honor of the late Mr. Armfield.

1899

Florence Kennedy Brown died at the age of 91 on June 1. She was the wife of the late Vernon L. Brown '97. She attended the Preparatory Department of Guilford until her marriage in Founders Hall in 1899. She was an active member of the Irving Street Friends Meeting in Washington, D. C., and the Adephi,(Md.(Friends Meeting. She is survived by two sons, Vernon Lee and Evan C. '35; four grandchildren;and four great-grandchildren.



W. J. Armfield Jr. honored at dedication ceremonies of Armfield Athletic Center October 28, 1961

1917

Hugh G. Swan of New Bern, N. C., died at the age of 73 on Aug. 8. He was an elder in the First Presbyterian Church in New Bern, president of Swan Motor Company, president of Swan-Rawls Motor Co., and vice-president of New Bern Oil and Fertilizer Company. He is survived by his wife, Helen Hollister Swan, one daughter, and one granddaughter.

1918

David S. Coltrane, 75, died October 31 at his home in Raleigh. He climaxed a distinguished career of 30 years in public service for the state of North Carolina by serving six years as the first chairman of the bi-racial Good Neighbor Council, established in an effort to promote racial harmony and better relations. He will be long-remembered not only as a career state official, but also as an efficient administrator and as the state's trouble-shooter in race relations. Coltrane was inevitably on the scene of intense racial conflicts and was determined to make the Good Neighbor Council a working organization rather than a "do-nothing" group.

Altogether he served under the administration of five governors. His first position was assistant commissioner of agriculture under then Commissioner W. Kerr Scott in 1937. When Scott became governor in 1948, Coltrane was picked to serve as assistant state budget director. A break with Scott came when Coltrane refused to support Hubert Olive of Lexington to succeed Scott, and instead, worked for the ultimate winner, William B. Umstead. Scott requested Coltrane's resignation, but surprisingly, Coltrane resisted and continued to work, even without pay, for a six-month period. Umstead, in one of his first official acts ordered that Coltrane be paid the back-salary due him.

He continued as assistant budget director under Governor Umstead and Governor Luther Hodges. In 1962 Governor Terry Sanford appointed Coltrane chairman of the newly organized Good Neighbor Council. He was reappointed by Governor Dan Moore.

Born on a farm in Randolph County, Coltrane was educated at Guilford and North Carolina State University, where he studied agriculture. He worked first as a county agent in Randolph and then as a field representative of a limestone company.

As Governor Moore stated on the death of Dave Coltrane, the state has lost "one of its most dedicated and distinguished citizens, and I have lost a friend."

1970

Charles Michael Sharpe died July 29 in an automobile accident. He was the son of Mr. & Mrs. Charles M. Sharpe of Route 1, Summerfield.













'Social Activists' Serve Society

Much is being written about "social activism" and the new breed of students on American college campuses. However, few parents, or even writers for that matter, conjure up anything but negative notions about the new generation.

Meanwhile, "social activism" at Guilford has taken a positive course. Students by the dozens are devoting their hours outside the classroom and beyond the books to improving, or "reforming" society, if you will. These "social activists" are active in society. They tutor underprivileged children, assist Project Headstart, or work with the mentally retarded and the handicapped.

Shown reading, leading games, and bringing smiles to these children at the Greensboro Cerebral Palsy School are Carole Valentine '72 and Holly Neaves '71. Their service to the community exemplifies the Guilford student's social involvement, or "activism."

Photos by Dave McDonald

GUILFORD COLLEGE
Greensboro, N. C. 27410

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May the Happiness of Christmas continue for you and your loved ones throughout the New Year.
—The Guilford College Family


HO'S IN CHARGE? GUILFORD ALUMNI JOURNAL • MARCH 1969

Editor: George B. Roycroft

Editorial Assistant: William W. Robinson

Assistant to the Editor: Kaye Cross

Class Notes: Mary Lollis '70

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Liberating Minds Richardson Style	1
The Black Man Is Not Seeking Color Blindness	6
Who's In Charge?	9
On Campus	25
Class Notes	27
In Memoriam	33

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"We try to keep the student open minded—on the threshold rather than on the goal line—so that when he leaves college he is aware that he is just getting ready to learn."—Stewart



Bruce B. Stewart

Liberating Minds Richardson Style

William W. Robinson

COLLEGE IS A LOT to jump right into," says Vickie Wyszynski, sitting over a cup of hot chocolate in the nearly-empty student grill at 9:30 one winter morning. She is a freshman, now from Chapel Hill, but her parents are given to travel so she has "been around." She came to Guilford College after spending a year in a high school in Finland, and she mentions vain searches for a Finish speaking Greensboro resident.

At the moment she is trying to explain a unique educational venture of which she is a part—The Richardson Fellows Program.

The program, in its first year, is simple on paper. Nineteen exceptional students (chosen on the basis of college board scores, rank in class, out-side activities, motivation) are designated Richardson Fellows. They are academically isolated from other members of their class—for them normal freshman requirements are waived. Regular courses are replaced by seminars, internships with local businesses and social agencies, and independent projects. Students are free to choose two or three courses from the regular curriculum.

Please turn to page 2

continued from page 1

The project is being funded with a $100,000 grant from the Smith Richardson Foundation and ostensibly is designed to "identify and develop creative leaders."

Another potential "creative leader" sits beside Vickie W. in the student grill. Vickie Greene, native of Asheboro, mulls over an unread chapter in a psychology book.

She smiles when Vickie W. discusses college life and chronicles the problems that have so far beset the pioneering Richardson group.

Do they feel they fit in with the rest of the student body? (This is a touchy subject as Richardson Fellows are invariably accused of being "elitist," a charge made last fall in *The Guilfordian,* campus newspaper; a positive group image is important.)

"Guilford College has a lot of problems," begins Vickie W. with the concern of a serious community member. "Some students are apathetic; they don't really care about what is happening on campus. Some never speak in classes; they think they are really learning when they memorize what the teacher says and repeat it on a test. But some things are changing."

She diplomatically evades the original question, but indirectly indicates that perhaps the Richardson Fellows Program is one impetus toward change.

Both Vickies, unlike "some students," have jumped right into college and what is happening at Guilford. Vickie W. is organizing student tutors for underprivileged children in the city's slums; she writes for the campus newspaper; she is involved in the Tri-College Consortium, a project involving Guilford and two area colleges. She is taking a course in Black Culture at predominantly Negro Bennett College.

Vickie G., giving up her psychology book, brings the conversation

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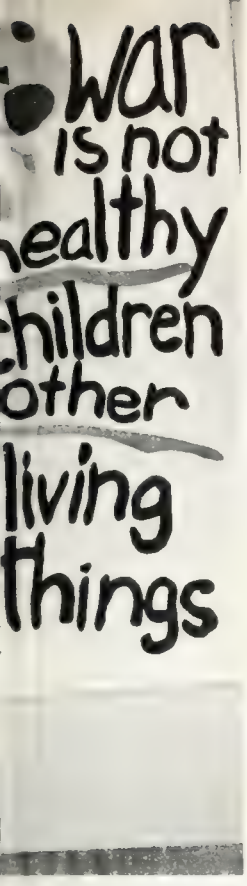
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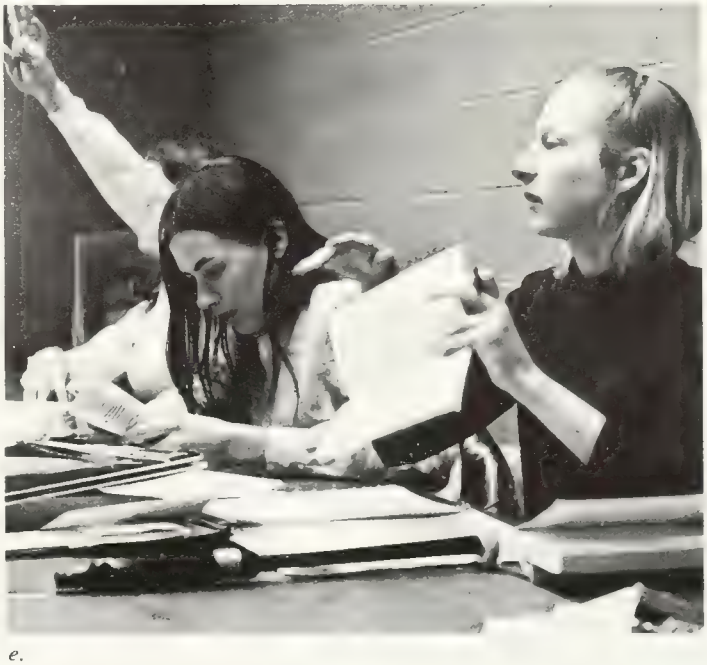


Richardson Fellows



b.





e.

a. Vickie Wyszynski of Chapel Hill

b. John N. Kuzma of Oakland, N. J., tests the flammability of textiles at Greensboro's Cone Mills.

c. Tim Collins of Blacksburg, Va., analyzes a reading assignment in Richardson seminar exploring human evolution.

d. Elizabeth White of Portsmouth, Va.

e. Cathy Lowdermilk of Greensboro and Libby Broadwell of Gibsonville discuss existentialism in fast-paced seminar.

Continued from page 2

back to the Richardson Program.

"When we started this fall, we never realized how much we didn't know and hadn't been taught in high school." (Richardson Fellows like Vickie G. seem dissatisfied with their past education and came to Guilford looking for something different.) She continues, "Simple things, such as how to carry on a meaningful group discussion. We were all used to being listened to, and not to listening. We talked too much, sometimes just to hear ourselves, without accomplishing anything."

Both girls feel that they have accomplished much in the program so far; they feel that more can be done. Neither is the stereotyped college freshman coed worrying about dates for the upcoming weekend, the basketball game, grades. These may be part of their college life, but they seem primarily concerned with education: their own.

TEN STUDENTS SIT and slouch comfortably, informally in chairs around a small rectangle of tables. At the head of the rectangle is a young teacher; his eyes dart from face to face intent on following the discussion in progress.

"I think an individual is capable of making decisions for himself; you aren't just totally controlled by situations and circumstance." A Black student speaks. The room listens, knowing the response is more than academic.

Someone, a girl with short blonde hair, serious face, is not quite sure. She remembers Freud and Darwin from a previous seminar. Satre, Camus, a Japanese movie—relevant ideas come from all corners of the room. Everyone is participating.

"Well, you decided to come here, didn't you? Could you decide to drop out?" The teacher, waiting for a pause in the discussion, tosses out what all know is a rhetorical question.

Silence. Someone laughs. The teacher begins reading a portion from the philosophy text. Pages rustle as the relevant passage is found.

And the discussion begins again.

This is one of the two current Richardson seminars (last semester a single seminar was held in which all participated). It is concerned with existentialism. The class is not Philosophy 345x, part of a rigid curriculum. The students take the course to fulfill no requirement. Instead it is an hour twice a week when ten students with a teacher-guide shape personal philosophies.

All the students have decided to participate; all could drop out. It (and another seminar for Richardson Fellows) is a working model of seminars in which all freshmen will participate next year as part of Guilford's new curriculum.

"What we are trying to do," explains Melvin Keiser, assistant professor of religion and teacher for the existentialism seminar, "is to get students deeply involved in their own process of education, thinking critically about what it is they are doing.

"When I was asked to participate last summer, I accepted, but said the program would probably end up a creative fiasco," Keiser continues. "It's hard to say whether the program is a fiasco, it has definitely been creative."

BRUCE B. STEWART, director of the Richardson Fellows Program, is a strong guiding force in the infant project. (He is almost a father-figure to many of the students—"Bruce always takes care of us," one Richardson Fellow says in mock-seriousness of Stewart.) He counsels the students, helps them through the labyrinth of the regular college curriculum, and is presently aiding some in finding summer jobs.

He is a veteran of many media interrogations, and freely generalizes about the program's problems, successes, and goals:

"We are looking for students with potential leadership qualities: enthusiasm along with expertise, the ability to come up with a good idea for change and then follow it through. The program has two functions: one is finding talent, probing systematic ways of doing this; and the second is deciding how this talent can best be developed, educated."

Stewart admits that the program has only scratched the surface in the first area ("Intuition on our part will probably play as much a part as anything in choosing the students for the project next year," he says, "along with good test scores.")

He considers the internships in both business (*e.g.*, one student works with North Carolina National Bank, another is a researcher at Cone Mills) and social service (local OEO projects, tutoring) to be important, an aspect of the program which will be increasingly stressed.

"We are looking for new ways to reach the students," Stewart ex-

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WILLIAM W. ROBINSON *has recently joined the staff of the* GUILFORD ALUMNI JOURNAL *as Editorial Assistant. A graduate of Phillips Academy, Andover, Mass., Robinson has studied at Antioch College, Yellow Springs, Ohio. He has had previous journalistic experience with* The Southern Courier, *Montgomery, Ala.;* The New York Times, *and the* Greensboro Record.

plains, "to make college more than just 13th, 14th, 15th and 16th grades."

Stewart, busily writing as he talks, is interrupted occasionally by the ringing telephone on his desk. In his fading New England accent he questions one caller concerning a prospective freshman candidate, perhaps a potential Richardson Fellow. Board scores, class rank, grades. He scribbles some numbers on a legal pad, hangs up, and resumes the discussion.

Making education relevant, applying John Dewey, keeping 19 freshmen working and learning, organizing special speakers, planning the project's future—Stewart's is a full-time job.

"Some of the time I feel that college is a big factory, a used parts factory for the Establishment. They say 'we need three more lawyers' and the college churns them out. What we should be concerned with is liberating people's minds," says Stewart with conviction, and the phone rings again.

IT SEEMS OBVIOUS that if it has done anything so far this year, the Richardson Fellows Program has "liberated" some minds. Cathy Lowdermilk, a Greensboro native, is questioning the relevance of a college experience.

"I don't see how most students stand lecture courses, and taking subjects simply because they are required," Cathy, a small blonde, says not speaking angrily, but simply stating a fact which seems natural to her. "College can be like a prison, but there's no reason it has to be. We found this out in the Richardson Program this year.

"To get to know a faculty member as a friend, someone you can talk to. To realize that creativity is seeing for yourself what other people have seen, just reading, talking with other people. Not grades, papers," she narrates her discoveries through the Richardson Program.

"At first the freedom we were given in the program was something we really didn't know how to use or appreciate, but then we realized that they were saying 'you are responsible for your education.' Most students never think in these terms."

Cathy's conclusions concerning her education may lead her to transfer or even drop out next year, she says. Or she may stay at Guilford. Whatever she does, it is obvious that what seems important to her is taking nothing for granted, questioning the relevancy of what she is doing, then making a positive personal decision.

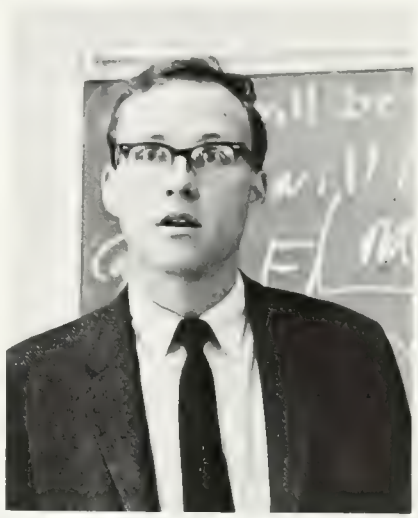
LIBERATED STUDENTS progressive education, seminars, internships, group dynamics—the Richardson Fellows Program is definitely more than the sum of its parts, more than any one person's opinion. And being in its infancy, it is impossible to evaluate fully.

Whether it is to be a successful experiment, the vanguard for new educational trends at Guilford College; whether it will prove impractical on a large scale, a "creative fiasco;" whether it will be just a new wing of Bruce Stewart's Kafkaesque used parts factory, or a modern cell in the college "prison"—the future of the program will depend on the people it involves.

What seems evident at present is that it has made college this year for nineteen students a challenging, exciting, and growing experience.

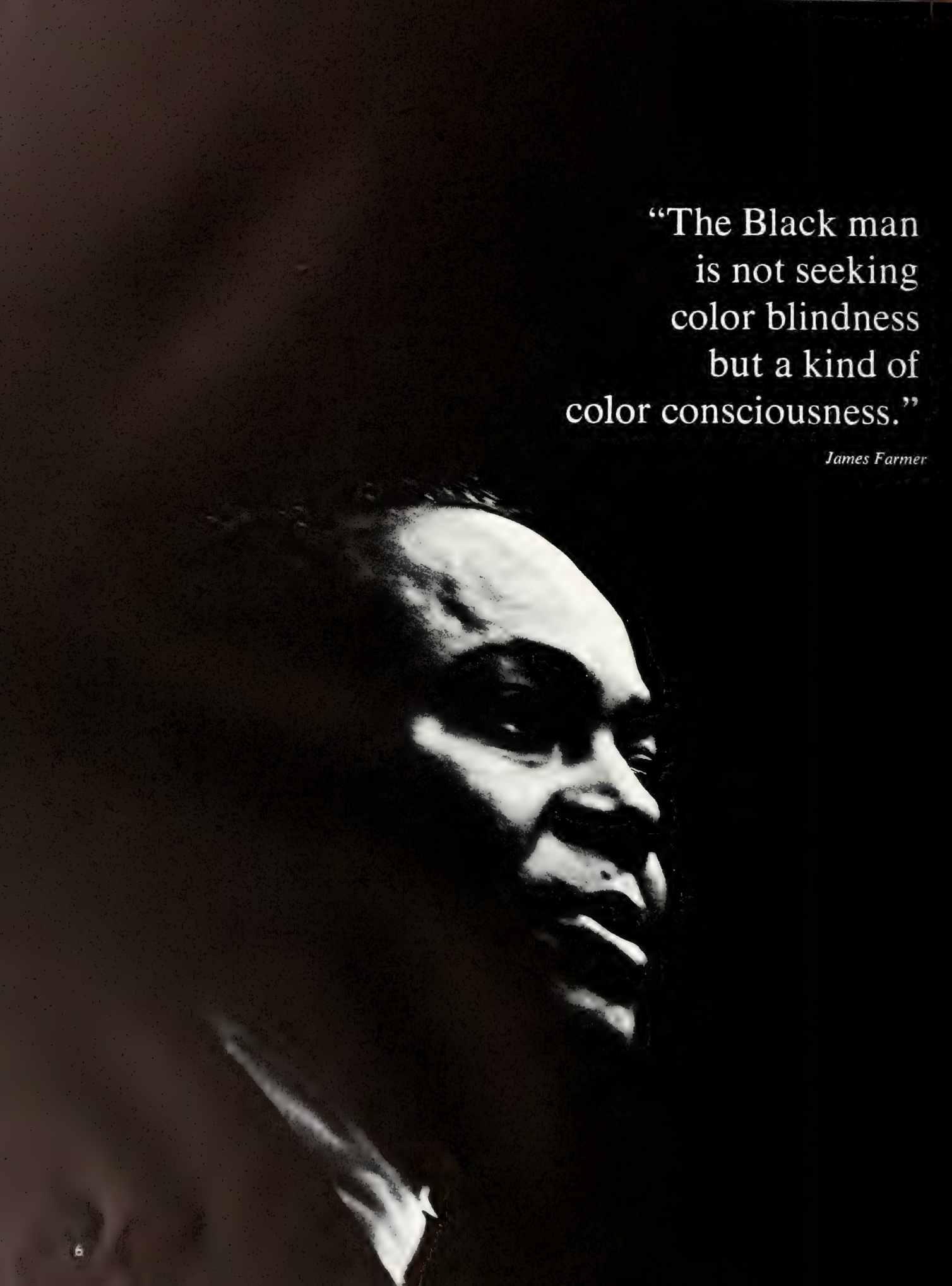
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Keiser: *"Creative fiasco?"*



"The Black man
is not seeking
color blindness
but a kind of
color consciousness."

James Farmer



Never before has the tension between the races been so great and the polarization so severe as now. The tension comes at a time when many Americans had assumed that great progress was being made. It comes in the wake of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and at the culmination of the Great Decade—that period between 1954, the time of the Supreme Court's school decision,and 1964 before Black Power was enunciated.

Many Americans are utterly confused—white and black alike—as to just where the Movement is going. What has accounted for the changes in the objectives, and in the means? Why now has the tension risen?

In the period of the past decade or more, which many call the Civil Rights Revolution, we battered down many barriers, wrought some significant changes here and there, but the victories we won have not succeeded in changing the life situation of the average Black person in this country.

Let me illustrate: I was in Little Rock recently,and while there it seemed to me that there was a great contrast between the period of a decade ago when those Black youths were trying to get in Central High School. It all seemed quiet. I stopped a number of Black people in the streets and asked them if the changes had been significant. I remember the reply that one Black man gave.

I said to him, "Brother, last time I was in Little Rock there were those screaming mobs in the street hurling their rocks and their epithets at the kids who tried to get in Central High. Now all is peaceful, tranquil and quiet. Have there been great changes?"

He looked at me and said, "Mr. Farmer, I put it this way: everything has changed but everything is still the same." He said, "Yeah, I can buy a hot dog at the lunch counter across the street now. Big deal! I can even check into a fancy hotel downtown and eat in a big restaurant—Great!—If I can pay the tab, but I can't because I'm out of work. No prospects of a job. I can sit on the front seat of a bus—Wonderful! —if I could buy the ticket; if I had someplace to go."

Furthermore, he said, "If I go two miles outside the city, I won't even know there ever was a Civil Rights Act. It hasn't gotten that far."

I'm not suggesting that the decade of the great drama of '54 to '64 was wasted. By no means. We won countless victories. We succeeded in improving the upward mobility of those Black Americans who already had mobility, those who were lucky enough to be in the middle class. But the fact is that the middle class in the Black community is the minority, not the majority, and for the masses in the Black community the status is **quo.** The victory was not theirs; it was others.

What could this victory mean to the Black youth who is poor, unemployed in sprawling ghettos of our urban centers, in a Harlem for instance. He could care less about (eating at a) Howard Johnson's. He's concerned about those problems that are oppressing him everyday, every minute of the day and the night. For him nothing is significantly changed. Rats still bite. The cockroaches still share the family food. The roof still leaks. Plaster falls from the ceiling. The plumbing doesn't work. The wiring is always shorting out. The heat seldom comes up in the winter. The schools don't educate. His job is either non-existent or dead-end. When we tell him about Howard Johnson's, he couldn't care less.

In significant areas, we are still running up a down-escalator. The gap between the income of Blacks on the whole and whites, at least up until 1966, was widening and not narrowing.

Please turn to page 8

Photography by James McCray

There is more residential segregation today than there was in 1954. In the eastern and midwestern cities the growing pattern is one which we might call the black core and the white noose. As the Black population is growing in the inner city, the whites tend to flee to the suburbs. We get an inner city which is more and more Black, ringed by a tight band of all-white suburbs. Quite obviously this produces increased *de facto* school segregation. Now some cities are using urban renewal to uproot those previously integrated residential areas, and relocation is being used to create ghettos. Segregation has been literally increasing. There is today more, not less, school segregation on a national level than there was in 1954.

One of the things that (has been) wrong with the Movement (is that it) underestimated the force and impact of racism in the national culture. That's what the Kerner Commission Report was referring to. All of us in our country, white or black, are programmed and conditioned by the racism that exists within the national culture—brainwashed, if you will—to such an extent that it is very difficult, if not impossible, for any of us to grow to adulthood without at least residues of that racist conditioning.

Every instrument that disseminates culture has participated in the programming process. The majority of the textbooks still used in our country either largely ignore Black people, or present a stereotyped magnolia-myth image of Blacks.

Hollywood has been a party to it. Up to the '50's the only time you would see a Black person in a Hollywood movie was as an Uncle Tom or as "Stepin Fetchit," bowing and scraping. The image was of a clown, a buffoon, a petty criminal, or a child-like oaf, whom one could love perhaps as he loved a pet and maybe pat on the head as he would a puppy dog, but whom one could not respect, for he did not merit respect.

No instrument which disseminates culture has not been a party to it. It has succeeded to such an extent that a Black man or woman cannot grow to adulthood without having to confront a sense of his own inferiority; though his intellect tells him that "it's a lie," and he knows it's a lie, the conditioning is still there. Nor is it possible for a white person to grow to adulthood without a sense of superiority based (upon the color of) his skin.

Excerpts from an address by JAMES FARMER, *assistant secretary of the U. S. Department of Health, Education, and Welfare, delivered March 6, 1969, for the Guilford College Arts Series. Farmer was the national director of the Congress of Racial Equality (CORE) from 1961 to 1966.*

The worst victims of all, of course, have been Blacks. We have been taught to reject ourselves, even a self-hatred—taught that Black is bad, that our skin is a kind of deformity or affliction, that the norm is white, and that we are variants.

Ten years ago if you had walked through any Black community in this country and called a man a "Black man," he would have taken it as the height of insult because he had been taught that his skin was a deformity. Now that same man would probably walk up to you and say, "I'm a Black man," with pride.

We shout now not that Black is ugly, don't call me Black, but "Black is beautiful, and it's wonderful to be Black." That, however, does not mean that what is not Black is automatically ugly; it means that Black is beautiful and not as we have been told, ugly.

In other words the Black man is not seeking color blindness, but a kind of color consciousness to eliminate ultimately color inequity and discrimination. For a long, long time the ideal was color blindness and the objective was the dispersal of the Black community and the Black people. Color blindness could not work because the nation is not color blind. I wish that our nation would stop talking about being a melting pot; we're not a melting pot. We are a pluralistic society.

Pride and pride alone, however, will not solve the problems of the Black man in this country. He must do more; he must somehow learn to wield those instruments of power which affect social change.

It will not make people love us if we can wield the instruments of power. But, the Black community now could not care less about being loved. It is much more concerned with being respected and dealt with as equals. It is not necessary that one be loved in order to be respected. Power will deal with power.

The ideal is not a permanently polarized nation. It is a nation where the peoples are proud and do not fear to honor their culture, do not believe that honoring a subculture weakens the total culture.

All of us live on three levels: as individuals, as members of groups, and as human beings. It is impossible to ignore one of these. Blacks have tried to ignore being members of a group. We tried to ignore "ethnicity" and have thought that it would be possible for us, living in a society based upon ethnic groups, to deny our "ethnicity." We must live on all three planes, too, as most people do. We are individuals; we are Black; and we are humans. We must live in the real world of the here and now, a world of power, alliances, and of Blacks.

Humanity transcends color, it is true; but one cannot really love humanity until he first learns to love himself. If he hates himself, how in the world can he love mankind of which he is a part?

A Special Report

Who's in Charge?

Trustees . . . presidents . . . faculty . . . students, past and present: who governs this society that we call 'the academic community'?

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

▶ Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

▶ "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

▶ "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

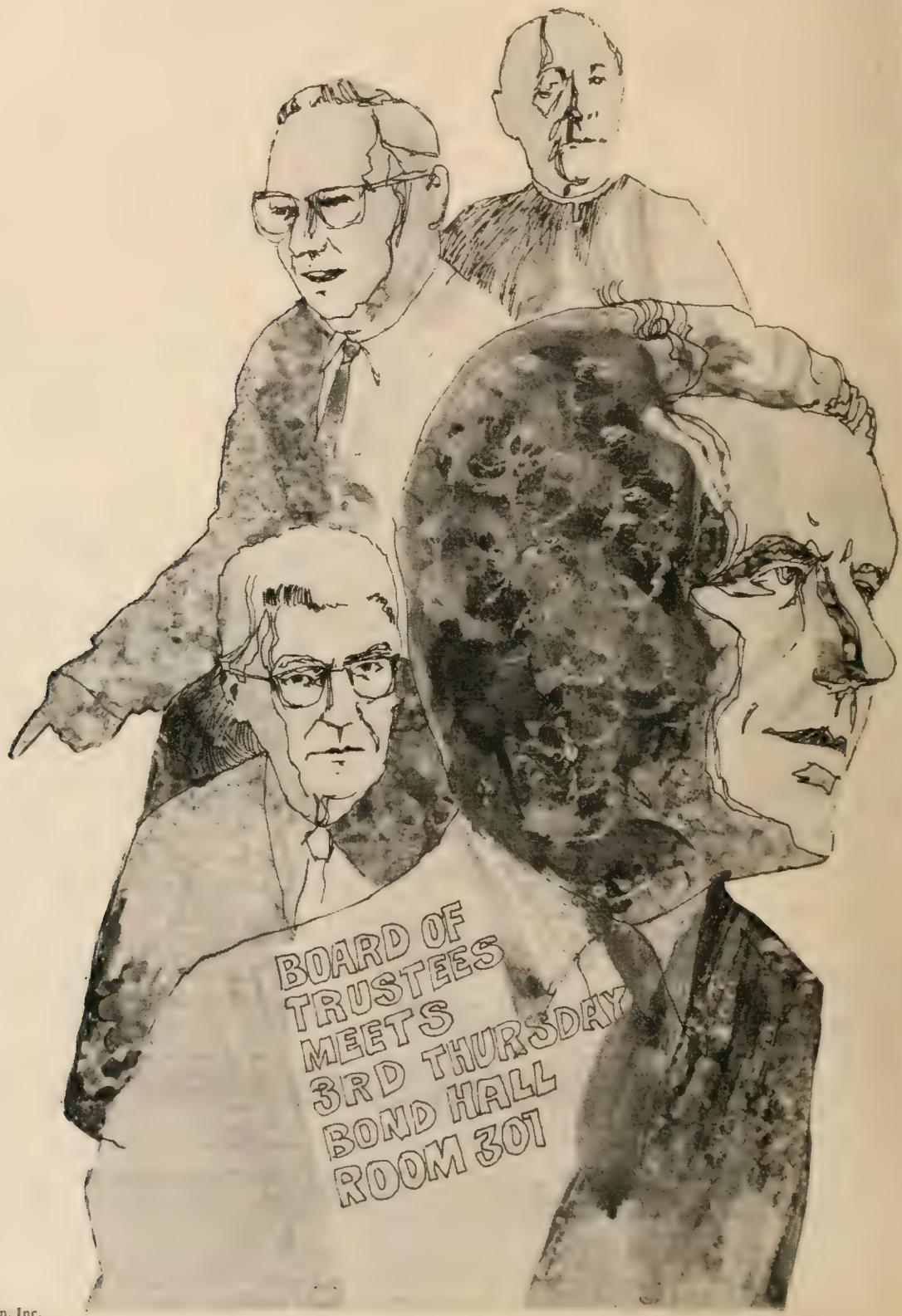
Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



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"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

▶ At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

▶ On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

▶ At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 laymen) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

▶ A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II

The President

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa, whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . . ."

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

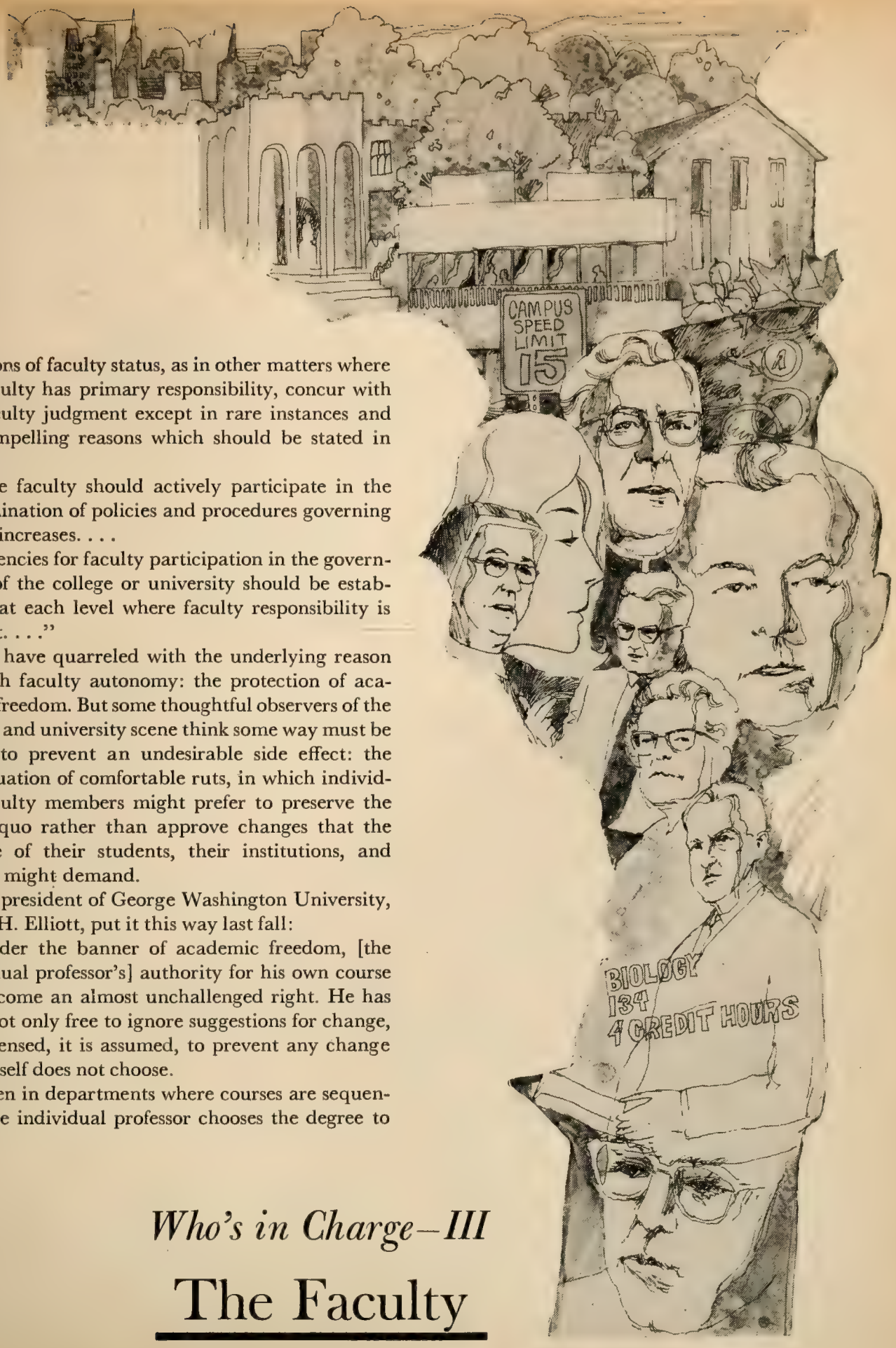
A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most SDS members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of SDS—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the SDS view of the future. "We can't explain what form the society will take after the revolution," a member will say. "We'll just have to wait and see how it develops."

In recent months the SDS outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from SDS headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that SDS, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members "moderates," not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

"The moderate student says, 'We'll go on strike, rather than burn the buildings down.' "

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of "student power" and works at it: more student participation in the decision-making at the country's colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a $315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

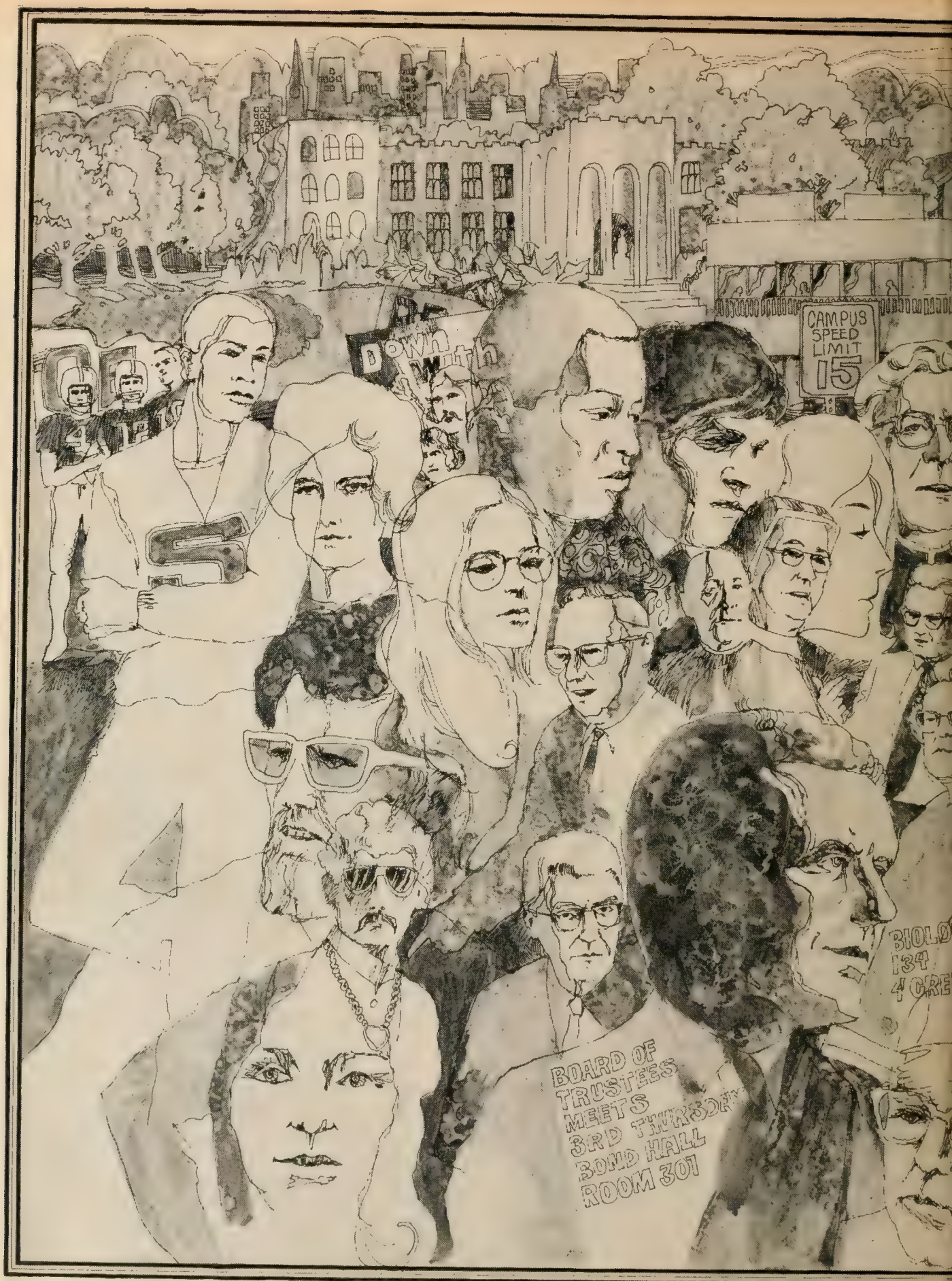
▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

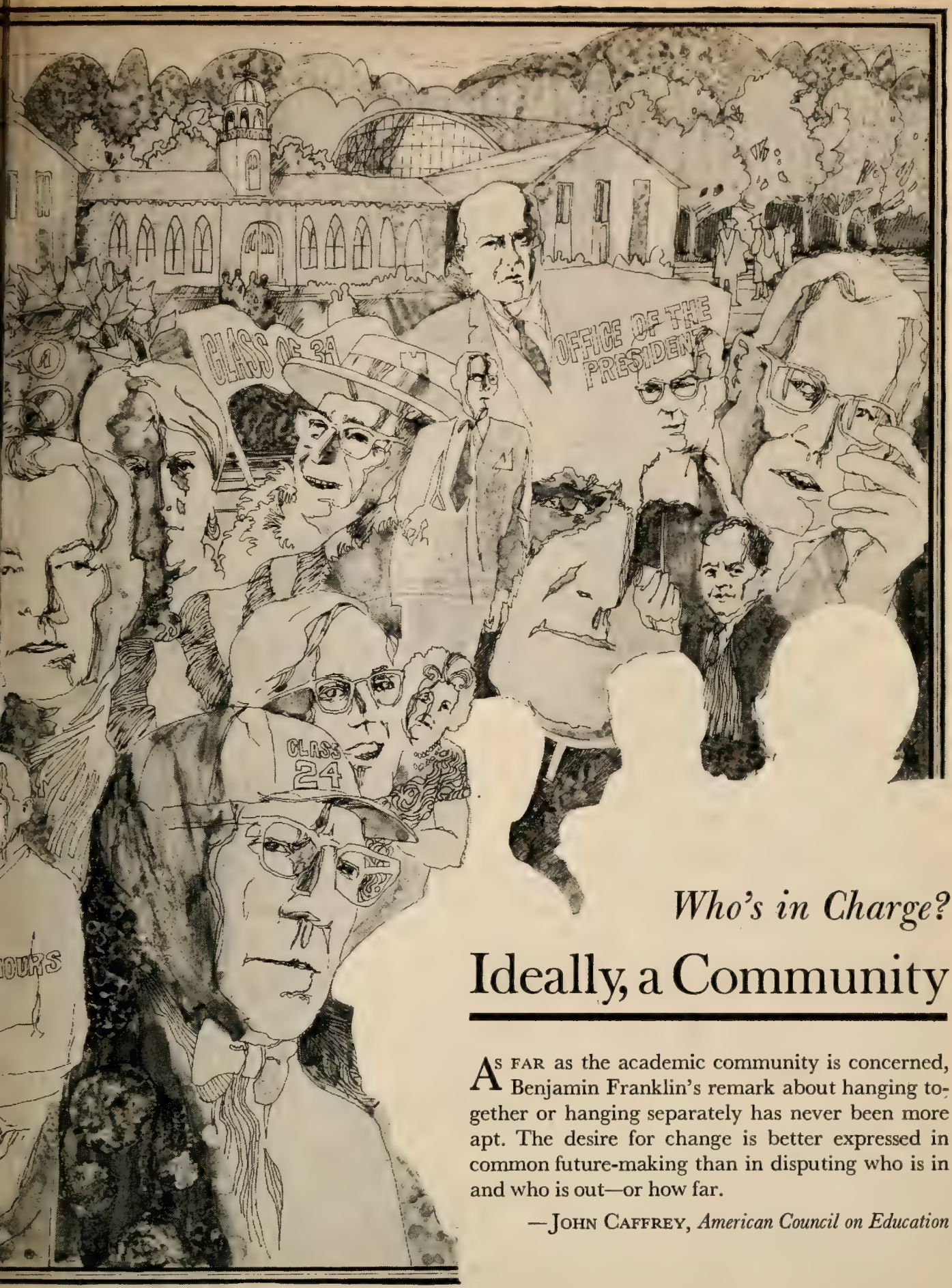
▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."


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Who's in Charge?

Ideally, a Community

As far as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—John Caffrey, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees *and* administrators, faculty members *and* students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore "order" to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

"Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests," John W. Gardner has observed. "And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive."

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent. Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. "For many professors," said the president of Cornell University, James A. Perkins, at a convocation of alumni, "the time required to regain a sense of campus community . . . demands painful choices." But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. "If this community forgets itself and its common stake and destiny," John Caffrey has written, "there are powers outside that community who will be only too glad to step in and manage for us." Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

"This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve."

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than $5-billion in tax funds for college and university operating expenses alone. This is more than three times the $1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

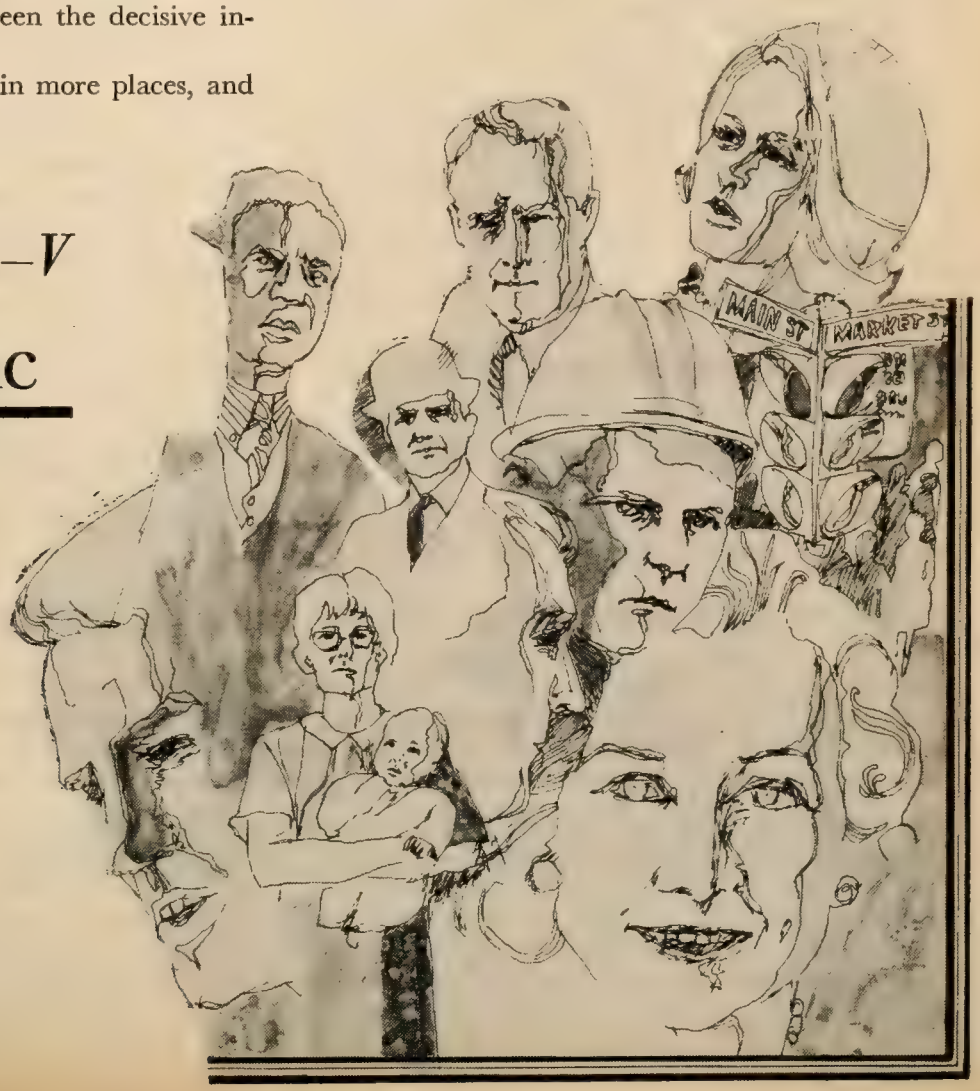
"Decisions are being made in more places, and more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in December, said that by 1976 federal support for the nation's colleges and universities must grow to $13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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New Left Not So New, Says Alumnus-Lecturer

MYSTERIOUS GIRLS WEARING SHORT HAIR and dark glasses, men with shoulder-length locks and weird capes, hippie communes, underground newspapers—the radical student scene at Berkeley or New York's East Village?

Not according to Dr. William B. Edgerton, Indiana University professor of Slavic Languages. New Left, yes; but vintage Russian New Left of the 1860's.

Dr. Edgerton, a 1934 graduate of Guilford and a former Guilford professor, is an expert on Slavic affairs and a specialist on eighteenth and nineteenth century Russian literature.

Recently he addressed Guilford College students and faculty on the topic: "The Russian Students Got There First - Their New Left of the 1860's."

Dr. Edgerton described similarities between the mid-19th century Russian and present-day U.S. conditions which give rise to revolutionary movements. He cited the "disastrous" Russian involvement in the Crimean War, and the increasing demand by intellectuals for the abolition of serfdom, a condition of 80 per cent of the population.

Like present conditions created by the Viet Nam War and opportunities afforded American Negroes, Dr. Edgerton said, the Russian situation was a hotbed for new ideas and dissident groups.

"Definite parallels exist," Dr. Edgerton said, "but for them (Russian students) there was no nonsense about playing revolution. If they were caught with so much as a printing press, they could be sent to Siberia for life.

"Groups such as SDS in the U.S. are attempting to act as if a revolutionary situation exists, when in fact we have the tools for democratic reform built into our system," stated Dr. Edgerton. He read recent SDS and student radicals' statements as examples of "the romantic cultivation of revolutionary rhetoric" similar to literature produced by Russian revolutionaries in the 1860's.

"There seems to be in this country's New Left an increasing Jacobinism, destruction for the sake of destruction, violence for its own sake," he said. "Jacobinism took over the Russian movement and succeeded in polarizing the Russian political scene; severe right-wing reaction thwarted all reform for years.

"It seems most paradoxical," Dr. Edgerton concluded his lecture, "that while the new Left protest movement in this country has grown up in opposition to the Viet Nam War, revolution seems to allow the New Left to play war without guilty consciences.

"War makes life less drab; it is often an opportunity to lose oneself; it makes complicated situations appear simple. It seems that all the old fashion satisfactions of war are found for the New Left in the idea of revolution," he said.

European Classroom

EUROPE AGAIN WILL BECOME THE CLASSROOM and stomping ground for some 50 college students participating in Guilford College's Seminars Abroad program this summer.

The 70-day tour June 9 through August 19 includes visits to 16 cities in 13 countries, including several behind the Iron Curtain. The itinerary includes Brussels, Amsterdam, Paris, Geneva, Berne, Munich, Vienna, Rome, Florence, Athens, Budapest, Kiev, Moscow, Warsaw, Berlin, Copenhagen, and London.

According to tour director Claude C. Shotts, Seminars Abroad is unique in that it offers students "a chance to meet Europeans, especially students, and to learn something about the governments and way of life in each country." In addition, the participants visit museums and places of historic and cultural interest.

As preparation for the tour, students are expected to read about the countries they will visit, participate in a weekend introductory conference, and attend a two-day briefing session at European embassies in Washington, D. C.

Once in Europe, students attend lectures and seminars on the governments, art, and culture of their host nation. Students may earn three hours college credit from Guilford on the basis of independent study.

Seminars Abroad, now in its twelfth year, will again be led by Claude Shotts, former director of Friends' Post-War Relief and International Seminars in Europe. He is assisted by Miss Ruth Rothe of Germany.

Shotts says that for the more than 300 students who have taken part in the program since 1957, Seminars Abroad is an "experience in self discovery.

"Without exception, the students have considered the program one of the most significant experiences of their lives and a most important contribution to their education," says Shotts.

He summarizes the summer abroad program by saying, "For the first time, many students are able to discover the meaning to life through their association with people in foreign countries. They find people aren't really so different the world over."

The cost for the 1969 Seminars Abroad is $1630. Inquiries may be addressed to Claude Shotts, Guilford College, Greensboro, N. C.

Joint Summer School Planned

BENNETT, GUILFORD, AND GREENSBORO Colleges will combine their summer school programs into one joint session this summer.

The three colleges, members of the Greensboro Tri-College Consortium, will sponsor two five-week summer terms, June 9 through July 12 and July 14 through August 16. Classes will be held on the campus of Greensboro College and the Downtown Campus of Guilford College.

Dr. E. Daryl Kent, director of the summer school, said, "The cooperative summer school will permit us to offer twice as many courses than if we again held individual summer sessions." Dr. Kent is professor of philosophy and religion at Guilford.

Courses basic to the programs of all three colleges will be offered along with a "number of advanced and specialized courses," he adds.

Approximately 92 daytime courses will be offered during both summer sessions. Thirteen special education courses will be conducted for public school teachers needing to renew teaching certificates or desiring additional training in educating the exceptional child.

We're All About You!

SO, WHAT'S NEWS? YOU! Your interests, your achievements, your creative accomplishments are what your classmates and other alumni want to read about. For instance, this issue spotlights Guilford alumni who hold varied jobs in the field of communications, publishing, and writing—be sure to read their vignettes in Class Notes, from Robert Register '41 to Robert D. Marsh '59.

Nothing about you in this issue? There can be two reasons. First of all, you probably still haven't gotten around to dropping us that note you've been intending to write for oh, so long.

Secondly, it could be that one of our bleary-eyed staffers, scanning dozens of newspapers from around the state, happened to miss that wee item about you in your hometown newspaper. How about giving them a break? Sit down, write us that bit of news about yourself, and mail it to: Editor, GUILFORD ALUMNI JOURNAL, Guilford College, Greensboro, N. C., 27410. Your classmates will be glad to learn "whatever happened to old so-and-so?"

Class Notes





1889

Luther L. Cummings and his wife, the former Georgia Brown, were guests of honor on their 60th wedding anniversary celebration, given by their sons and daughters on Jan. 4 in Tekoa, Wash. They have five sons, two daughters, twenty-four grandchildren and eighteen great-grandchildren.

'09

Rev. and **Mrs. W. E. Hassler** (former Agnes Rowena King) celebrated their Golden Wedding Anniversary on Dec. 29.

'28

Earl E. Henley was recently elected Senior Vice President of the B. B. Walker Shoe Company of Asheboro. He has been a director of the company since it was incorporated in 1952 and has been in charge of manufacturing and construction since 1956.

'30

Arthur James (Red) Hughes has recently been appointed Division Engineer for the State Highway Commission's Division Eight. He joined as a roadman in 1927 and has held various positions in the 41 years he has served the Commission. He is a member of the N. C. Society of Engineers. His wife is the former Helen Barham.

'38

James C. Cornette Jr. of Sherman, Texas, accompanied by his wife and daughter, spent six months in Europe traveling and studying. James spent the winter semester in Hamburg, Germany, where he audited courses in modern German literature and taught two evenings per week in the state foreign language school.

'39

Thomas L. Ashcraft was recently elected secretary of the Insurance Company of North America. He joined INA in 1946 and lives in Philadelphia with his wife and two children.

'49

Jane Wallace Dudlik and her husband Edward reside at Dudfield House, Huntindon Valley, Pa. with their three children. They have business interests in Dudlik Gasket and Stamping Co., Inc.; Plastics, Inc.; and Dudlik Realty.

'50

Richard L. Hall was recently appointed executive assistant to the socks-division president of Burlington Industries. Hall has been with Burlington for fifteen years in various manufacturing and personnel positions.

'52



Robert T. Waugh has been elected a vice president of the Federal Home Loan Bank of Greensboro. He joined the bank in 1954. Since 1957 he has been in the Supervision Department, first as staff assistant and later as assistant vice president. He is a director of the YMCA and has coached various athletic teams for more than 14 years.

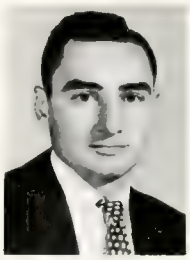
William F. Baxter Jr. has recently completed his third year as Staff Assistant in the Office of the Secretary of Health, Education, and Welfare. Upon graduation from Guilford, he received a master's degree in education from Johns Hopkins University. He and his wife and six-year old daughter live at 9704 Bellevue Dr., Bethesda, Md.

'53

Carl D. Tharin has been elected mortgage loan officer for North Carolina National Bank in Raleigh.

Herbert S. Pendergraft, of Fort Pierce, Fla., is now serving his second year as Assistant Professor of French at Indian River Junior College. He and his wife Jane have two daughters, 14 and 11.

'54



Bob Shoaf has been elected assistant vice president of Wachovia Insurance, a member company of the Wachovia Corp. He joined Wachovia in 1961 in Winston-Salem as an insurance representative. He was elected an assistant secretary in 1968.

James R. Lomax (LCDR, U.S. Navy) returned from duty in Vietnam in April, 1968, and is now living at 2004 Brentwood Dr., Alexandria, La., with his wife Judy and daughter Kirsten, 5½. He is a commanding officer at the Naval Re-

NEWS ANALYST

Robert Register '41, left Guilford College with a firm footing in journalism. He had been editor of *The Guilfordian,* and was a one-man news bureau for the college. "I was the bureau in those days," he says, explaining that while he was primarily a stringer for the *Greensboro Daily News,* his articles appeared in newspapers across the state.

Fresh out of Guilford, Register joined the *Daily News* as a reporter. After returning from World War II, he began reporting for the *Greensboro Record,* the *Daily News'* afternoon counterpart. In 1952 he became assistant city editor; in 1953, city editor.

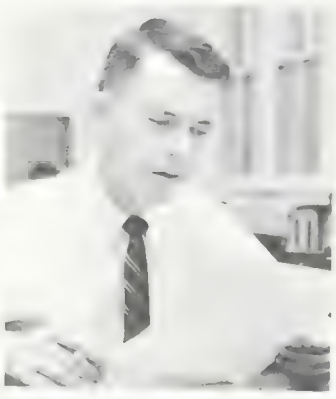
Since 1966 Register has shifted from chronicling events and interviewing newsmakers to critical and analytical writing. Presently as Assistant Editor, he is partially responsible for the editorial pages of the *Record* and the opinions expressed in the paper.

"I am concerned primarily with urban problems, our decaying cities," says Register, a prize-winning editorialist. (Last year he received a first place award from the N. C. Press Association for editorial writing.)

He considers Viet Nam another major concern: "Money is being funneled into the Viet Nam War which should be going to our cities. We should wake up, realize our mistake, and get out."

Register, quiet, reserved, with obvious convictions, is not given to cliches or overstatement, as his daily readers realize.

"Our problems are complex," he says. He attempts, with the patience of a veteran newsman, to make them more understandable.



Robert Register '41

serve Training Center there and will be at this assignment for three years.

'55

Catherine Neal Hartman, her husband Robert H., and their two children, Carol, 9, and David, 5, are living at 108 W. Girard Ave., Indianola, Iowa. Dr. Robert Hartman is an assistant professor of religion and philosophy at Simpson College.

Donald P. Durand spent his sabbatical year at Cambridge University, England, in the department of pathology. In September of 1968, he became an associate professor of bacteriology at Iowa State University, Ames, Iowa. He and his wife and four children reside at 222 Hickory Dr., Ames, Iowa.

'57

Rodney D. Steele Jr. and **Gloria Shaw** '60 announce the birth of a daughter, Karen Elizabeth, born Oct. 31. Rodney who taught and coached football for 8 years, is now a service-sales representative. They are living in Miami.

'58

Barbara Davis Howard and husband J. D. announce the birth of twin daughters, born Nov. 8. They also have two other children, ages 7 and 5. Barbara has been teaching language arts in a junior high school. They live on Route 2, Pikeville, N. C.

'59

J. Clyde Branson, employed by the Muscular Dystrophy Assoc. of America for the past seven years as a district director in N. C. has been promoted to the national office in New York City. He and his wife, the former **Luhenley Coble** '56, reside at 65 Karen Way, Summit, N. J. They have two children.

Becki Blackwell Jones and her husband, Joseph R., announce the birth of their second child, Michael Scott, born Oct. 27. They have another son 7 years old.

Terry Neal Taylor and Shelby Jean Collins were married Oct. 5. She is employed as a secretary by Stage Decoration & Supplies, Inc. He is employed as a foreman and draftsman by Jean F. Ogburn, Builders. The couple live at 408½ Vandalia Rd., Pleasant Garden, N. C.

Harold Wilson Burrows and Alice Jo Kelley were married Oct. 20. They make their home at 4432 Memorial Dr., Raleigh.

P. Douglas Kerr was spotlighted by the High Point *Enterprise* Jan. 19 as the "High Pointer of the Week." He is administrative manager for the Southern Furniture Manufacturers Assn., making him the number two man in the trade association which includes most of the furniture manufacturers in the South. He has also served as public relations director with the SFMA office in High Point since 1966. He is married to the former Jan Lucas of High Point. They have two children and live at 807 Runyon Dr., High Point.

'61

Richard B. Marks and his wife, Toby announce the birth of a daughter, Lisa Stacy, on June 29. They live at 152 Cotton Lane, Levittown, N. Y. He is a social studies teacher at Sylvia Packard Junior High School in Plainedge, N. Y.

Howard Carr and wife Diane announce the birth of a daughter Susan Elizabeth born Oct. 18.

Charles W. Stout is a field consultant with the N. C. Education Assn. He joined the staff of NCEA in July, 1967. He works with the Division of Classroom Teachers, the college student NCEA, and the high school Future Teachers.

'62



A. Boyce Crothers was promoted in December to assistant cashier of North Carolina National Bank in Charlotte.

Raymond Monroe Durham Jr. of Rocky Mount, received an M.A. degree in education from East Carolina University May 26, 1968.

U. S. Air Force Captain **John F. McCurry** is attending the Air University's Squadron Officer School at Maxwell AFB, Ala. The instruction will prepare him for command-staff duties. His wife is the former Lynn DeViney of Greensboro.

John B. Lowe has been appointed senior compensation analyst for the Hanes Corporation in Winston-Salem. He joined Hanes after 5 years as an industrial relations representative with Cone Mills in Greensboro.

'63

Suzanne Forrest and Peter A. Quincy were married in March of 1967. They live at 7513 Roosevelt St. in Hollywood, Fla., where they both teach. They both will spend the summer in Arizona working on their M.A.'s.

Gayle Braxton Neave, First Lieutenant in the Air Force, has become the Commander of the Permanent Party WAF Squadron at Lackland AFB, San Antonio, Tex. She graduated from OTS at Lackland in 1967, and has been the administrative officer in the Permanent Party WAF Squadron there. She will remain at Lackland for three years.

'64

William Gentry Springs Jr. of Louisville, Ky., received an M.A. degree from East Carolina University May 26, 1968.

Nancy Angotti Rosztoczy and her husband Zolton Rosztoczy announce the birth of their son, Steven Mark, born Jan. 20. They live at 10 Musket Trail, Simsbury, Conn.

Willis L. Bivins is presently serving as a host-escort on the M.S. Gripsholm, a Swedish-American liner. He resides in New York but has been traveling to the Carribean. He plans to attend N.Y. University in the fall.

'65

The wedding of **John Ellis Elkins II** and Linda Ruth Young took place Nov. 24. She works for the University of Georgia; he works for a television station in Athens. They live at 140 Springdale St., Apt. 2, Athens.

Patricia Ann Wall became the bride of Herbert Eugene Williams Nov 2. She is an elementary school teacher in Winston-Salem. He is employed by R. J. Reynolds Tobacco Co. as a manufacturing supervisor. They live at 4940-F Hunt Club in Winston-Salem.

Alan M. Hubbard has been named sales representative for the hospital-surgical sales force of Becton-Dickenson and

HER TYPEWRITER MEANS MORE THAN HER DUSTMOP

Elizabeth Bailey Scott '44, picked up her basic literary skills at Guilford and has been writing for fun and profit ever since.

She attended Guilford from 1940-43, and in 1944 received a B.A. degree in English Literature from the University of Pennslyvania. After working as an indexer of technical books, copywriter for a technical publishing house, and columnist for a weekly newspaper (not simultaneously!) she went to Occupied Japan in 1948 as a member of the Special Services Department, U. S. Army.

"In Tokyo, I worked as Program Director for an Enlisted Men's Service Club and reviewed books for the Army's newspaper, *The Stars and Stripes*. I also got married three times (all to the same man), wrote a satire on the experience and sold it to a delighted editor in the United States. That was the start of my free-lance writing career," she recalls.

Back in the States in the 1950's, she spent four years in the graduate schools of Kansas State University and Oregon State University studying Fiction Writing under Russell Laman (novelist at Kansas State) and Bernard Malamud when he was teaching at Oregon. She let her husband collect the academic degrees (in Analytical Chemistry) while she learned how to collect checks from her writing.

"Basically," she says, "I'm a 'write house' which means that I write 90% of the time and keep house 10% of the time. This is possible only because my family understands that my 20-year old secondhand typewriter is more important to me than the dustmop. Most people sell goods or services of some kind. The reason I hawk the products of my typewriter instead of fish, peanuts, or scrap iron, is that I prefer a sedentary life."

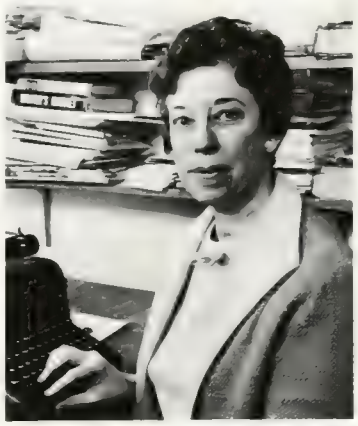
Published usually under the by-line "E. Colvin Scott," her short stories, articles, and light verse appear in: *Parent's Magazine, Young Miss, The Christian Science Monitor, True Confessions, True Romance, True Experience, Golf Magazine, The Wall Street Journal, Popular Medicine, The Golden Magazine for Boys and Girls,* Sunday supplements, a fistful of Canadian home magazines, and about 40 different monthly denominational magazines for children and adults. Her fiction stories have won one national award and two regional awards for excellence.

"I prefer childrens' writing because of the enormous challenges it imposes," she says. "Kids can spot a 'credibility gap' faster than you can say 'Viet Nam' and they also will not accept shoddy writing." (Two of her chilrens' books are going the rounds of publishing houses and she's working on a third.) "Next in preference is satire because I find the absurdities of contemporary life too outrageous to be left around unchallenged," she says.

"Incidently," adds Mrs. Scott, "Dorothy Gilbert Thorne and the late Philip Furnas of Guilford instilled in me an appreciation of, and devotion to, excellent writing. Like most writers, I hope one day to produce something really good."

Recently Mrs. Scott was made a member of The Authors Guild and The Authors League of America. Her current project is a comic opera to be produced this spring by the Student Foundation of Wisconsin State University-River Falls, where her husband is Associate Professor of Chemistry.

Away from the typewriter, Mrs. Scott finds time to be mother to two teenage sons, Jeffery and Jonathan. Picking up the cue from her mother, daughter Rosemary left home last fall to enter Guilford as a freshman.



Elizabeth Bailey Scott '44

Company. He will be assigned to the N. Y. sales region.

'66

William T. Larmore has joined Harris, Upham & Co., as a registered representative in the Winston-Salem brokerage office. He was previously a sales representative for Tomlinson Furniture Manufacturers in High Point. He and his wife, Bettie Jean, live at 25-B College Village Apartments, High Point.

Patrick A. Massu graduated from Temple University in Philadelphia in 1968. He received a masters degree in business administration and is now working for Textil Lo Espejo S.A. in Santiago, Chile.

Ralph Jerry Christian received a M.A. degree from Wake Forest University Aug. 23, 1968.

Anna Kay Sears Murray lives with her husband Aubrey Hughes Murray Jr. at 2517 Fernwood Dr., Greensboro. She is an assistant and secretary to the purchasing manager of the Key Co., home builders; her husband is a computor operator for Blue Gem manufacturing company.

Steve A. Joyce has been admitted as a partner in the firm of Davenport, Marvin and Caudle, Certified Public Accountants, Greensboro. He received his certified public accountant certificate in 1966 and holds membership in the American Institute of Certified Public Accountants. He is married to the former Nancy Spencer of Madison.

J. William Ferrell III was elected Correspondent Bank Officer by the Board of Directors of the Central National Bank of Richmond, Va. at its January meeting. He joined the bank in July, 1966, as a Management Trainee. Ferrell is married to the former Dorothy Wingfield Ewing of Richmond. They have one son, William IV.

James O. Bailes has been attending the National College of Chiropractic in Lombard, Illinois. After his graduation in May, he plans to serve his internship at Lombard Chiropractic Hospital and then return to Greensboro to open a chiropractic clinic. In addition to the Doctor of Chiropractic Degree, he will receive his second B.S. degree in May, 1969.

James Milton Hunt and his wife., the former **Susan Bradley** '67, announce the birth of their first child, a daughter, Jennifer Alane, born Dec. 24. They are living in Winter Park, Fla., at 1401 Devon Rd. He is taking graduate courses in business at Rollins College.



Guilford College alumni in Vietnam (l. to r.) **William H. Guerrant** '66, of Charlotte; **A. Michael Shore** '65, of Pilot Mountain; **C. Thomas Sheets** '68, of Winston-Salem; **C. Daniel Crutchfield Jr.** '66, of Greensboro; **Cyrus Roby (John) Garner** '65, of Mt. Airy; **T. Larry McCormack** '65, of High Point. The six servicemen stand near the South China Sea at Chu Lai, sixty miles south of DaNang. Guerrant, who served as photo editor for the American Division magazine and newspaper, recently completed his tour of Vietnam duty. The other five, all members of the 312th Evacuation Hospital Army Reserve Unit of Winston-Salem, were called to active duty in May of last year.



David Parsons III has recently returned to Greensboro from a two year assignment with the American Friends Service Committee in Skikda, Algeria. As a volunteer community development worker, Parsons' basic job was to help the people of Skikda help themselves in solving some pressing problems. He is presently working on the copy desk at the Greensboro *Daily News*.

'67

Catherine (Kattie) Brooks of Wilmington, Del., was one of 20 trainees who recently graduated from a Vista Volunteer program at the Oklahoma Training Center in Norman, Okla. She will spend one year working with Project Lack in Houston, Texas. Among her activities as a volunteer are: developing social service centers, organizing groups for self-help projects, participating in Head Start operations, taking children on recreation field trips, tutoring, and establishing a community center.

William E. Benbow and **Susan Lum** '69 were married Feb. 15 in Cranston, R. I. He is Director of Alumni Affairs at Guilford College. They are living on Lindley Road, Greensboro.

Ronald Winslow of Asheboro has been promoted to vice-president and general manager of manufacturing of the Virginia Show Corporation, Fredericksburg, Va.

Bettie Jo Hardin and Donald Carter Wilson were married Nov. 29. They live at 25-C Mountain Lodge on Bethania Rd. in Winston-Salem. She is employed in the Behavioral Science Center of Bowman Gray School of Medicine; he is employed by Universal Services, Inc.

Mary Esther Hilty and **David Allen Searls** '69, were married Nov. 8. They are living at 1013 Spring Garden St., Greensboro.

James McCorkle and **Cheryl Riley Layton** are both serving as Peace Corp volunteers overseas. James is a chemist in Malaysia, while Cheryl serves as an environmental health advisor in Niger.

Airman First Class **Phillip N. Dixon Jr.** has graduated from a U. S. Air Force technical school at Keesler AFB, Miss. He was trained as a radio repairman and has been assigned to a unit of the Military Airlift Command at Kadena AB, Okin-

awa. He was married to the former **Faith Elizabeth Webb** '66, Jan. 11. She teaches the second grade at Stokesdale Elementary School in Guilford County.

Kathryn Kusenberg Dyer was married to John Bennett Hatfield Nov. 16. They live at 915 N. Eugene St., Greensboro. She has completed courses for a master's degree in accounting at the University of North Carolina at Greensboro and is employed as an accountant by Peat, Marwick, Mitchell & Co. He is employed by *Carolina Financial Times* in Chapel Hill.

Hideo Shiozumi has been working for Shriro Trading Co., Ltd. as an export-import clerk, translator, and interpreter since he returned to Japan last June. He plans to return to the States in the spring, but now resides at 446, 1-chome, Soshigaya, Setagaya-ku, Tokyo, Japan.

Peace Corp volunteers **Jane Benbow, Daniel Leneham,** and **Richard Horne** are serving on projects in Africa. Jane is an elementary teacher in Liberia. Richard is in Malawi and Daniel is in Niger; both work in community development. **Robert Hollister** is serving as an elementary teacher in the Philippines.

FOWLER'S BEAT: THE CIVIL WAR

No one bothered to tell **Robert H. Fowler** '50, that the chances of starting a successful nationally circulated magazine are a hundred to one. It's too late now. You see, you couldn't convince him of it even if you tried.

Back in 1962 Fowler launched a new magazine called *Civil War Times Illustrated* in Harrisburg, Pa. It succeeded a tabloid newspaper he started three years earlier, *Civil War Times*. He recalls: "I first started *Civil War Times* as a moonlighting project while I was still working on the Harrisburg *Patriot-News*."

In just a year the little monthly tabloid had become so popular that he organized Historical Times, Inc. of Gettysburg. After enlarging the publication, adding impressive illustrations, and boosting the subscription price to $10 a year, the new *Civil War Times Illustrated* made its debut. Today, with a circulation of over 20,000, it is considered the foremost and most authoritative publication in its field.

As if starting one new national publication were not hazardous enough, Fowler came out with a second historical magazine in 1966 called *American History Illustrated*. With a circulation now well over 23,000 *History* follows the same successful formula of *Civil War*: the bringing of American history to life.

Fowler, the descendent of Civil War veterans, describes his magazines as "non-partisan." "They feature," he says, "popular articles on concrete events" rather than the dreary writing of academic hacks. The one-time newspaper reporter apparently is convinced that the dramatic events of yesterday are as readable, exciting, and compelling as those of today.



Robert H. Fowler '50

A native of Monroe, N. C., Fowler grew up in Charlotte. He entered Guilford in 1947 and met his wife-to-be, Beverly Utley '51. Both transferred to the University of North Carolina at Chapel Hill. Upon graduation Fowler began his newspaper career as a reporter with the *Reidsville* (N. C.) *Review*. Later he worked as an assistant city editor on the *Greensboro Daily News* and in the meantime earned his master's from Columbia University. He was city editor of the *St. Petersburg* (Fla.) *Times* two years before joining the Harrisburg paper as an editorial writer.

Mrs. Fowler helped to establish both magazines and until last year was executive secretary of the firm. She still is a research writer for the publications. The couple has three children.

On top of his duties as editor and general manager for both magazines, Fowler has recently been elected president of Historical Times, Inc.

'68

John W. Pearman Jr. has accepted the position of Personnel Assistant with Pilot Freight Carriers, Inc., Winston-Salem. He and his wife Emogene reside at 926 Circle Drive, Greensboro.

Julie Kemper was married to **Edward Holland Fellers** Dec. 7. She is employed as a Head Start teacher by the Economic Opportunity Council in High Point. He is employed as a sales representative by Smith-Corona in Winston-Salem. They live at 404-A Lexington Ave. in High Point.

Melissa Kay Allen was married to **Frederick Weden Judge** '71, on Dec. 14 The couple is living in Frazier Apartments while Fred continues his studies at Guilford. She teaches sixth grade in Forsyth county.

Lyn Sheryl Nichols and James David Couey were married Nov. 30. They live in Charlotte, where Mr. Couey is assistant manager at K-Mart; she is employed by First Union National Bank.

Airman **Jerry W. Mitchell** of Winston-Salem, has completed medical services specialist training at Sheppard Air Force Base, Texas. He has been assigned to Elgin Air Force Base, Fla.

Jack Perritt, former member of the Greensboro Police Department, has been named assistant manager of Southern Life Insurance Company's home office cashiers department. He joined Southern Life last June as a management trainee. He also was a physical education director in the Greensboro city school system.

Ann Carter Hutchison and **John Ivey White III** were married Dec. 21. They live at 411 W. Raleigh St. in Siler City where he teaches biology at Jordan-Matthews High School; she teaches English at Chatham Central High School at Bear Creek.

Thomas G. Jones of Greensboro has been commissioned a second lieutenant in the U. S. Air Force upon graduation from Officer Training School at Lackland AFB in Texas. He is being assigned to Webb AFB, Texas, for pilot training.

Linda Gail Benge was married to Robert Olon Dockery Oct. 26. He teaches at Glenn Junior High School in Winston-Salem. They live at 3969 Yarborough Ave., Winston-Salem.

'69

Fritz Darrell Carrier and **Sandra Nell**

Lankford were married Nov. 24. They live at 2816 Shady Lawn Drive in Greensboro. He is a teacher at Ragsdale High School.

Rosarhea Karppinen was recently appointed a counselor to the family counseling program of the Greensboro domestic relations court.

Robert Thomas Lunsford and Karen Elizabeth Gwaltney were married Nov. 11.

John Hasty Hill was commissioned Jan. 27 as an Ensign in the U.S. Navy. He and his wife, Gayle Burnette Hill, were married Nov. 27. Their address is 4644 Revere Drive, Greensboro.

'70

Rachel Rees and **Robert (Robin) Scott Thomas** were married Dec. 26. He is a junior at Guilford, and she is studying at UNC-G. They live at 26 Frazier Apts.

Carolyn Patricia Hartsfield and **David Edgar Cooley** '69, were married May 25. She is employed by Watson Engineers, Inc. He is a student at Guilford.

Robert Francis Ruffner Jr. and Doris Lowe Humphrey were married Dec. 18. He is employed by Kirkpatrick & Associates in Greensboro.

Airman **Michael G. Phillips** of Greensboro graduated from a U. S. Air Force technical school at Sheppard AFB, Texas. He was trained as a medical services specialist and will remain at Sheppard for further training.

'71

Airman **Mark G. Bell** of Greensboro has completed basic training at Amarillo AFB, Texas. He has been assigned to the Air Force Technical Training Center at Lowry AFB, Colo., for specialized schooling in the munitions and weapons maintenance field.

'72

Charles Edward Lynch was married to Glorida Thornbro Oct. 4. They live at 4006 Halifax St., Greensboro. He is a draftsman for J. C. Wilkins Co.

DATES TO REMEMBER

ALUMNI DAY — May 31, 1969

Reunion for classes of 1919, 1929, 1933, 1934, 1935, 1936, 1939, 1944, 1953, 1954, 1955, 1959, 1964.

COMMENCEMENT — June 1, 1969

SAWDUST AND PRINTER'S INK

How does a fellow with sawdust in his veins get printer's ink on his fingers? Ask **Robert D. Marsh** '59. He'll tell you.

"When I was at Guilford, Dr. Victorius used to call me 'the biggest clown in the economics department,' " recalls Bob. Explaining his long-standing interest in the entertainment field, the clown-turned-journalist rattles off his early performing experience in numerous minstrel shows, talent shows, and musicals. It was while Bob was still at Guilford that he first went "professional," joining what he describes today as an out-of-town "two-bit burlesque show" as a gag man.

"I always wanted to be a circus clown," says Bob. However, it was while he was negotiating with Ringling Brothers Circus for a slot in clown alley that military service intervened with his ambitions.

After six months active duty with the Reserve, Bob held two different sales jobs before deciding he had to get this thing of bright lights and audiences out of his system. He got himself an agent, bookings, and was up and off on the night club circuit as a comic, playing spots up and down the eastern seaboard for a year.

"After living in motels and having to put up with hecklers and drunks, I decided that wasn't the life for me," states Bob.

Returning to his native High Point, Bob was hired as a reporter, feature writer, and columnist for the *Thomasville Times*. A short time later, October of 1968 to be exact, Bob was appointed chief of Fairchild Publications' High Point bureau. (Fairchild is the publisher of trade magazines and newspapers.)

His new duties include supplying copy to seven trade newspapers and one trade magazine, covering mainly the textile and furniture industries. About 75% of the copy turned out by Bob and his staff of three is for *Home Furnishings Daily*, "the undisputed bible of the furniture industry," as Bob calls it. He reports the complete furniture industry picture to retailers so they will know the latest in design trends, market conditions, and manufacturers' supply.

Covering furniture manufacturing in the two Carolinas, Virginia, and Tennessee comes second nature to Bob. As he says, "I've been exposed to the furniture business all my life." While in high school and college, he worked for Marsh Furniture, a family-owned enterprise. After his stint with the military, he worked as a sales representative for Globe Furniture Company and later as a salesman of upholstery fabrics for D. & E. Walter Company.

Married to Judith Gwen Loflin '64, and with a daughter named Chaun, Bob Marsh states, "I have finally found my niche in life."

However, the sawdust lingers in his veins. Bob still does free-lance clowning. Just recently he played five performances in Jacksonville, Fla., as a guest clown with Ringling Brothers' Greatest Show on Earth.

Robert D. Marsh '59



IN MEMORIAM

Mrs. Elvira Grace Lowe Smith '98, of Burlington died Feb. 14, 1969. She was 89.

Mrs. Smith was the wife of the late Marvin Boren Smith Sr., one of the founders and first president of Burlington Industries. She had been critically ill eight days.

A native of Randolph County, Mrs. Smith attended Guilford College and the Georgia-Alabama Business College in Macon, Ga. Prior to her marriage, she taught school and was a secretary for a High Point furniture manufacturer.

She and Mr. Smith moved to Burlington in 1909 when he bought a furniture store there.

In her earlier years, Mrs. Smith was active in local PTA work, the Red Cross and other civic activities. A birth-right member of the Society of Friends, she was a benefactor of numerous Quaker meetings in Guilford, Randolph and Alamance counties and of Guilford College.

Survivors include one daughter, one son, three grandsons and three great-grandchildren.

Gladys Benbow Caviness '07, of Dallas, Tex., died in December of 1967.

Clifton H. Thompson '09, of Lexington, N. C., passed away on July 19, 1968.

Miss Lucy O' Brien White '09, of Belvidere, N. C., died Aug. 6, 1968, after several years' illness. She taught at the Belvidere Academy and at Cone Mills School in Greensboro. She later returned to Belvidere, where she was an active member of Piney Woods Friends Meeting.

Mrs. Callie Nance Smitherman '13, died of a heart attack Dec. 24, 1968. She was a native of Troy, N.C., and had lived in the Montgomery Nursing Home for over a year.

Miss Sarah Olive Smith '14, of Winston-Salem, died Feb. 16 at Manor Care. A native of York County, S.C., she graduated from Guilford College and received a master of education degree at Duke University.

She taught in public schools in Clinton, S. C.; Radford, Va.; and Raleigh before going to Winston-Salem in 1921 as a teacher at Winston-Salem High School. She taught mathematics at Reynolds High School from 1923 until 1958. In 1933 she became head of the school's mathematics department.

She was a former president of the Winston-Salem unit of the Classroom Teachers' Association and the Altrusa Club. Surviving her is one brother.

Miss Annie Eunice Vuncannon '15, of Asheboro, N.C., died Dec. 15, 1968, following an illness of several months. After attending the Preparatory Department of Guilford College, she taught school in Guilford County and Asheboro. She is survived by two sisters and two brothers.

Ellen White Parker '18, of Charlotte, N.C., died Jan. 6, 1969, after a long illness. She is survived by her husband, Herbert W. Parker; two daughters and two sisters, Elsie W. Mendenhall '08, and Marianna W. Johnson '22.

Walter Addison Coble '20, died Feb. 26, 1969. He was 74. He was a native of Randolph County and had lived in the Guilford College community since 1912. He was a dairy farmer most of his life, and in 1968, retired as superintendent of buildings and grounds at Guilford College.

Coble was a World War I veteran, a member of New Garden Friends Meeting, a trustee of the state Yearly Meeting, a former trustee of Guilford College, and a member of the Local Government Commission.

Survivors are his widow, Mrs. Anna H. Coble '20; three daughters, Mrs. Doris Coble Kimmel '46, Mrs. Anne Coble '56 of Summit, N. J.; and a son, Walter of Summit, N. J.; and a son, Walter Howard Coble '49.

J. Thompson Zachary '21, of Graham, N. C., died Jan. 24 of a stroke at Alamance County Hospital. Zachary, 72, had been ill since Jan. 8.

An outstanding athlete at Guilford College (football tackle, basketball guard, baseball pitcher), Zachary went on from college sports to become a major league pitcher. A highlight of his career came in 1927 when he pitched Babe Ruth's 60th record-breaking home run ball. Zachary was a pitcher for the Washington Senators that year.

In addition to work with the Senators, whom he led to a World Series victory in 1924, the Guilford graduate played with American league teams Philadelphia, St. Louis, and New York as well as Boston, Philadelphia, and Brooklyn in the National League. Zachary's twenty years in the major leagues marked the longest career of a Guilford College alumnus in professional sports. He was a member of the North Carolina Sports Hall of Fame.

Zachary had lived at his home near Graham since his retirement. Surviving are his widow, Mrs. Etta McBane Zachary; a son, a daughter, and three grandchildren. Other survivors include a brother, Folger '12 and sisters, Martha Hazel Zachary Fuquay '30, Bertha Emma Zachary Lindley '25, and Miss Alta Zachary '22, all of Snow Camp. He was a friend and cousin of Dr. Algie I. Newlin '21, formerly of the Guilford College faculty.

Mrs. Ada Lane Beal '43, of Charlotte, N. C., died Nov. 16, 1968.

John Dewey Sims '68, of Norfolk, Va., died Jan. 4, 1969, in an automobile accident.

Ellen Passmore '69, died Nov. 12, 1968.

Alma Martin, assistant professor of Russian at Guilford College, died March 14 at her residence in Frazier Apartments. A native of Estonia, she immigrated to the United States in 1949. Since that time she had lived and taught at Guilford.

Mrs. Martin, prior to coming to America, was an instructor at several home economics and teachers' colleges in Estonia. Her last ten years in the country, she served as supervisor for the Estonian Ministry of Education, organizing and overseeing the women's vocational education of the country.

ALUMNI CHAPTERS NEWS

WASHINGTON, D. C.: Annual Dinner, April 11, 1969. Charter House, 6461 Edsall Road, Alexandria, Va. Speaker: President Grimsley T. Hobbs '47.

MURFREESBORO-WOODLAND, N. C.: Annual Dinner, April 12, 1969.

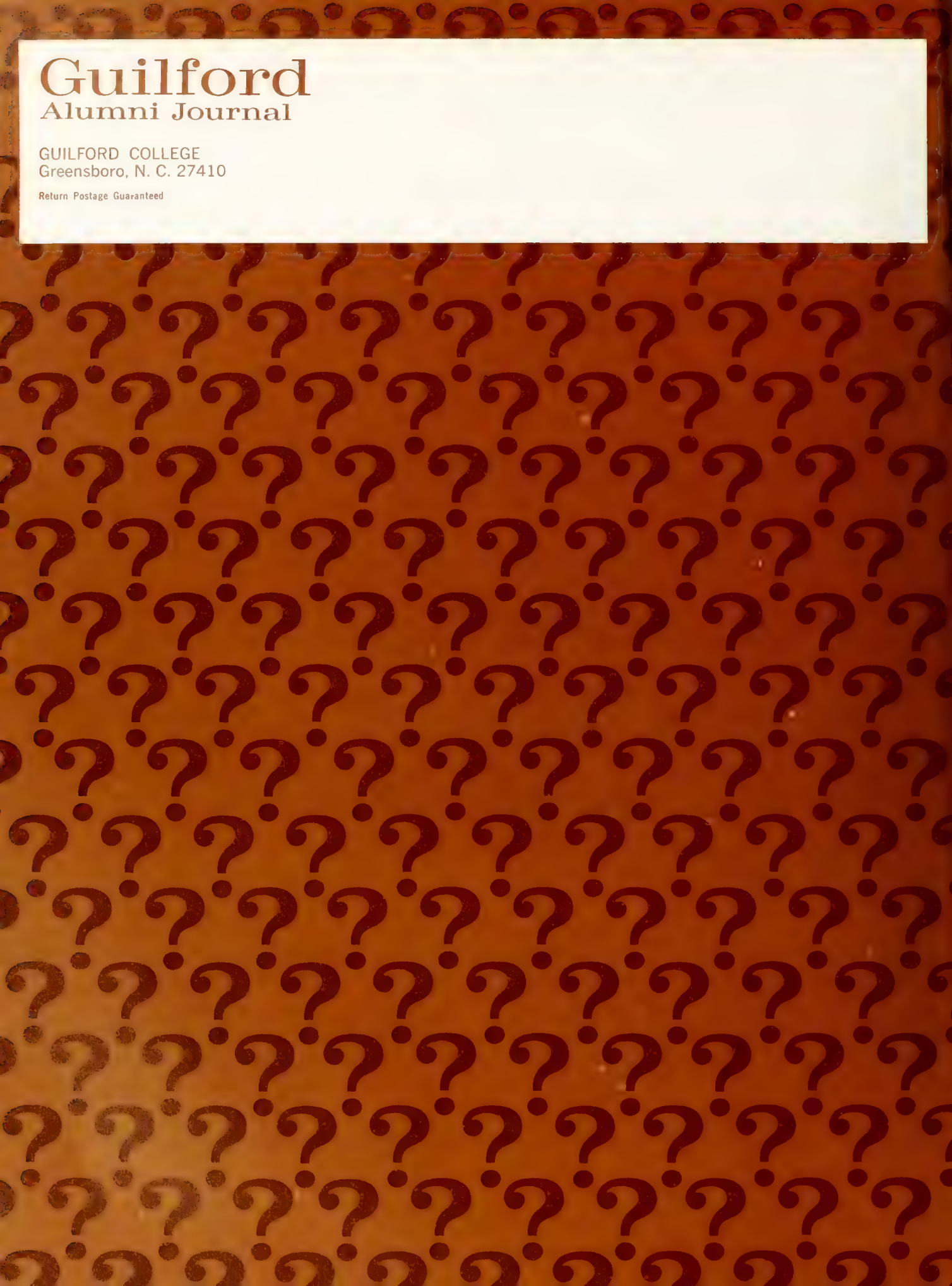
CHARLOTTE, N. C.: Annual Dinner, April 18, 1969.

Other alumni chapters scheduled to meet during the month of April include: Wilmington; Burlington; High Point; Chapel Hill-Raleigh-Durham; Richmond, Va; and Virginia Beach, Va. The Asheville alumni chapter will meet in May.

Guilford
Alumni Journal

GUILFORD COLLEGE
Greensboro, N. C. 27410

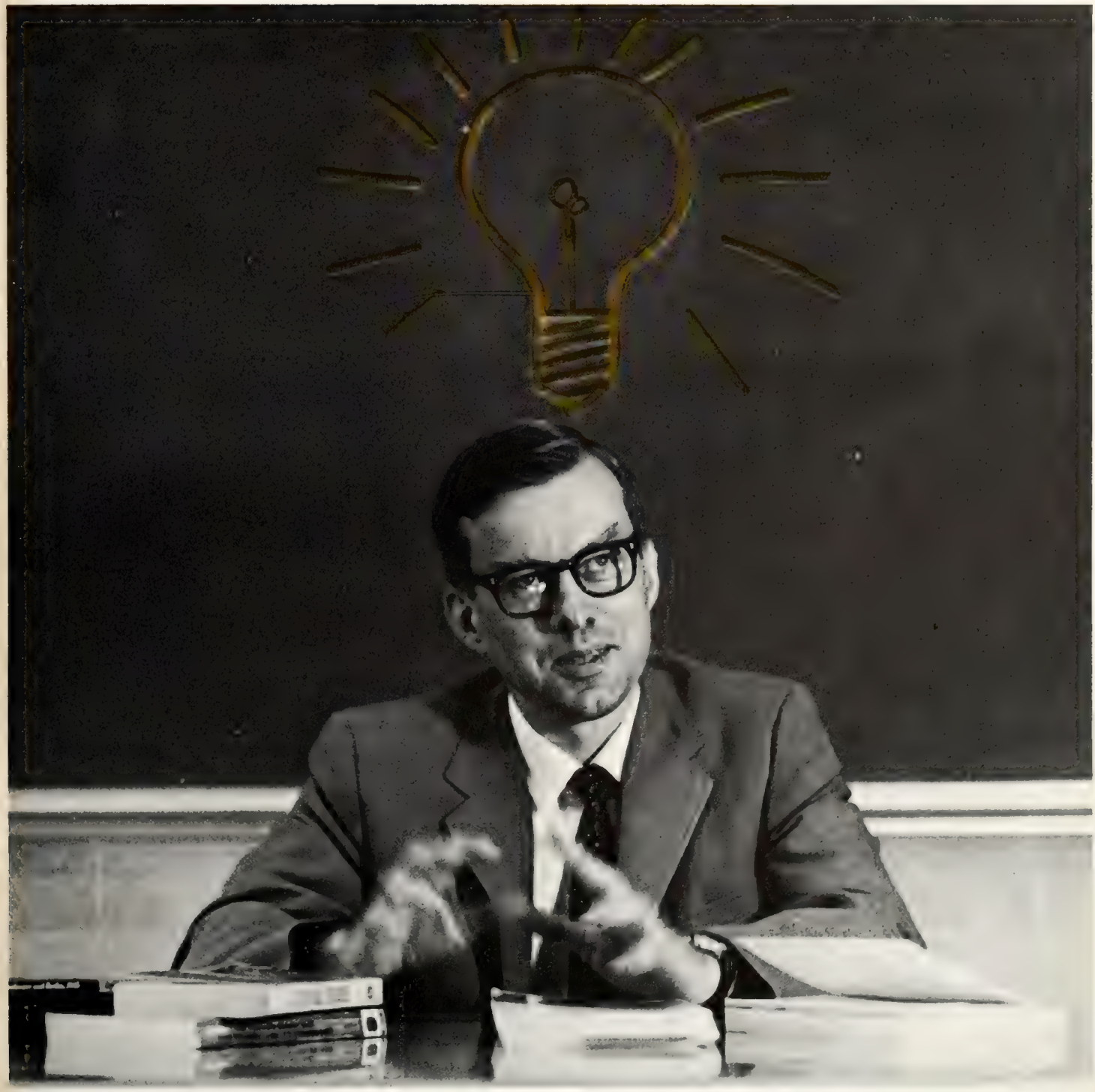
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GUILFORD
Alumni Journal

SUMMER 1969

INNOVATIVE EDUCATION



Guilford Alumni Journal

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Class Notes: **Mary Lollis '70**

COVER: Dr. Alex R. Stoesen, professor of history, reveals bright ideas on American history.

1969-70 Alumni Association Board of Directors

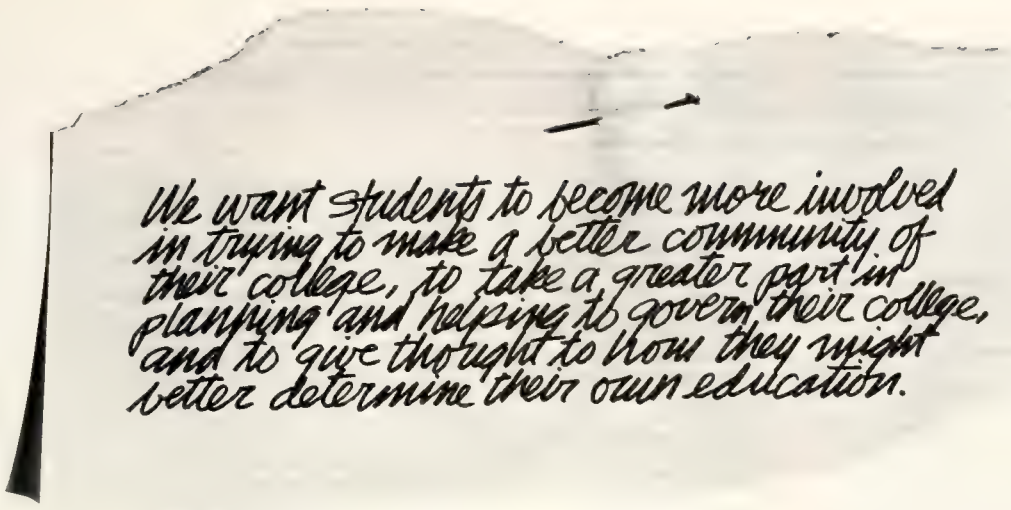
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On Educational Reform 1
College Beckons to 'New' Lawman 4
Film Class is Living Art 6
The New Curriculum: Views of an Innovator and a Traditionalist 8
No More Monkey-See Monkey-Do Teaching 12
On Campus 14
Class Notes 18

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Nevitt Sanford

On Educational Reform

Dr. Nevitt Sanford of Stanford University is a noted innovator in the field of educational psychology. This text has been adapted from an address given at the Guilford College Symposium on "Innovational Education in a Time of Social Change."

I am particularly interested in the recent manifestations of "student activism," as it is often called. The reason is very simple: it is tied into the fact that when my colleagues and I were working on the book, *The American College,* we found it very difficult to end that book, or to take a stand with respect to the future of higher education.

It was in the fifties when we were writing that book, and at the time, students were taking almost no interest in matters of educational reform. It never occurred to us that students were going to become involved in improving education or trying to transform American society.

I will have to say, however, that today's students have not yet criticized our universities and colleges any more severely than we did in our critique of higher education. Nor have the students proposed changes more radical than those we suggested in 1962. But when it came to the question, "Who then is going to reform the colleges?", we could not think of the answer. It was pretty clear that the faculties were not thinking in such terms.

I made a sort of lame appeal to the parents. It occurred to me that they should have some interest in the matter, since they pay the fees and it is their kids who are involved. Actually I had quite a bit to say about informing the public as to what goes on in our universities in hopes they would take an interest in the matter and encourage educational reform. But, of course, nothing became of that.

Parents in most places really have no way of finding out what goes on in the different colleges. Their young people try to tell them, but they usually refuse to listen. When a student comes home and complains about some of the teaching that has been going on, his mother will call up the dean who will explain to her- "you know, after all, these students. . . ."

In quite recent years it has become perfectly plain that the students are the ones who are going to supply the impetus that is needed for transforming these institutions. It seems that most of the change for the good that has occurred in recent years occurred because of the students. In places where students have not been active, very little in the way of progressive change has in fact occurred.

If we consider first the problem of access to higher education, the plain fact is we now supply thousands and thou-

sands of young people who never even used to apply to college with a chance to get a higher education. In other words, we are soon going to have mass education beyond the high schools in this country. However, our colleges and universities are very ill-suited to this task. Most of them are still medieval in their fundamental structure. They are simply not designed with mass education in view and they are being very reluctant to adapt themselves to this role. About the only possibility of their doing so rests upon continued pressure from the students.

It is still true that only seven per cent of the college students come from the lower quarter of the socio-economic scale, so pressure from below is bound to continue.

The quality of undergraduate education particularly since World War II has been atrocious in most places. It was after World War II that we in the universities saw our chance to develop our departments and to develop our faculties within the department with the use of government money. All the accent was put on training graduate students and on becoming great research centers.

The question today is, "What can we do?"—that is, students, administrators, and faculty—to improve higher education and to overcome the terrible neglect that has been characteristic since the late forties? What direction should education take now? And how can we actually bring about the necessary changes?

In my view, the general direction is set by saying that the student must be at the center of the university operation. His development should be the central purpose of the university, and everything done at the university that does not make some contribution to the development of students should be done elsewhere.

As a matter of fact, many activities that go on at universities actually get in the way of this fundamental purpose. I grant that there are other legitimate interests; but I believe that it is almost always possible to arrange things so that research can be performed in such a way as to be educational from the point of view of the student. This is to say, the fundamental purpose of the college or university should be the development of the student as a person, as an individual . . . . his development toward full humanity . . . . and that the total educational environment should be conceived with this purpose in view.

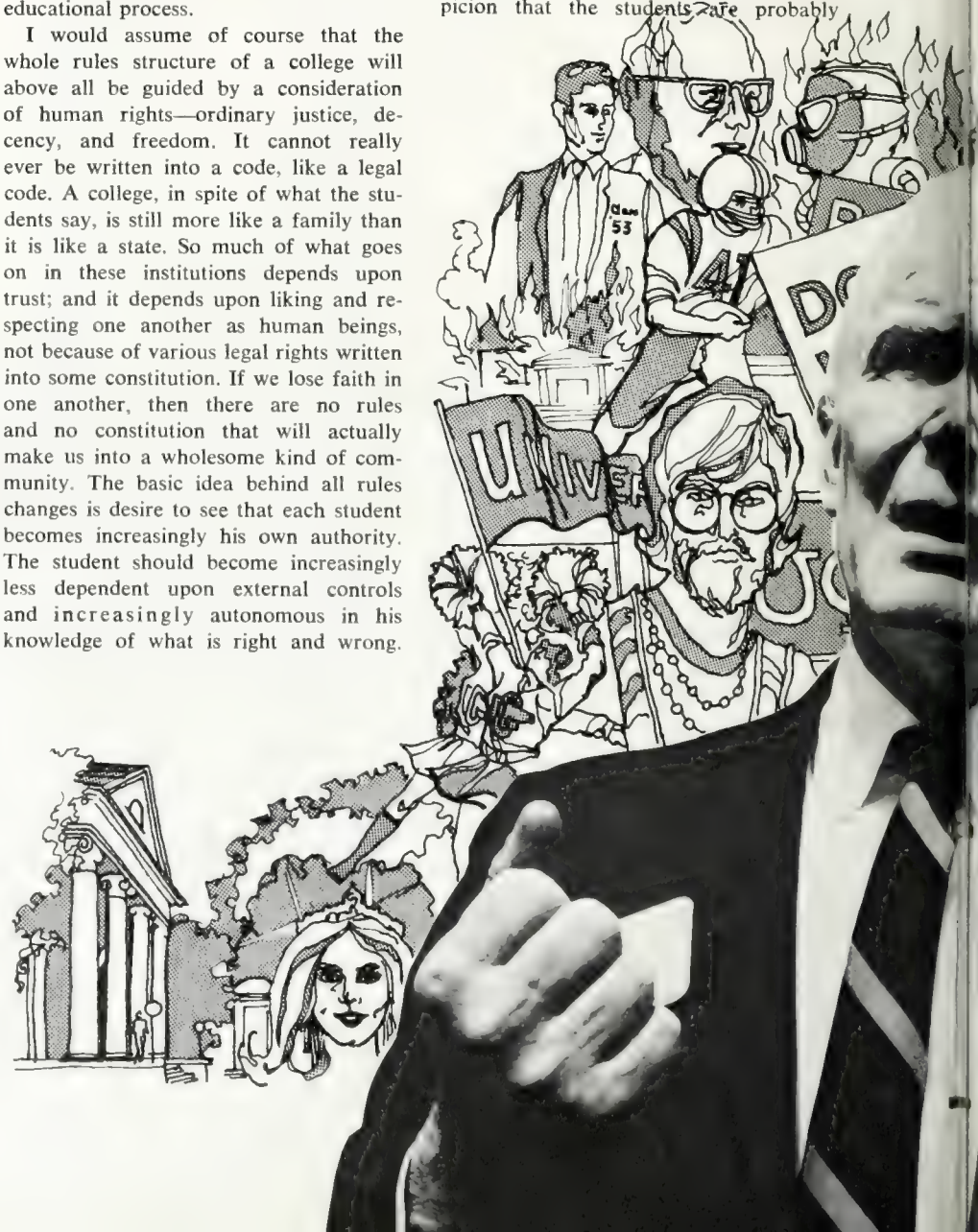
I have the impression that the students demanding changes in the rules structure are going to get all the power they want or need. The problem, however, is going to be one of keeping them sufficiently interested so that they will attend the committee meetings and take their part and their proper role on disciplinary committees, and things of that kind. What is happening is that colleges are moving in the direction of greater liberalization of rules. It starts at the great metropolitan universities, and then it spreads epidemiologically around the country.

I think that it is a fine thing to have students participating on faculty and trustee committees for several reasons. For one, I think the faculty and trustees behave better if students are present. Everything is carried on in a much more dignified way if they are exhibiting to students how we adults do things. More than that, student participation will contribute to the educational process.

I would assume of course that the whole rules structure of a college will above all be guided by a consideration of human rights—ordinary justice, decency, and freedom. It cannot really ever be written into a code, like a legal code. A college, in spite of what the students say, is still more like a family than it is like a state. So much of what goes on in these institutions depends upon trust; and it depends upon liking and respecting one another as human beings, not because of various legal rights written into some constitution. If we lose faith in one another, then there are no rules and no constitution that will actually make us into a wholesome kind of community. The basic idea behind all rules changes is desire to see that each student becomes increasingly his own authority. The student should become increasingly less dependent upon external controls and increasingly autonomous in his knowledge of what is right and wrong. As a general rule, increasing independence and autonomy in students with accordance to their stage of development should be applauded.

Rules should not be made somehow across-the-board on some out-cast principle. They should be made in accordance with the kind of culture of the particular place, associated with the level of maturity of the students.

Students, by and large, are pretty authoritarian as freshmen, and the great educational problem still is how to liberate them. However, the minority of students, so often referred to as the activist ones, are to be taken just as seriously as we do in fact take them. The significance of student activism has very little to do with how many students are involved; it has to do with the ideas that are being presented. This has been what is so upsetting to so many of the faculty-the suspicion that the students are probably



quite right - however few they might be in numbers. In short, the significance of any social movement in its beginning does not depend on how few or how many people believe in it or are with it; it depends on the nature of the ideas themselves. Student power is not so much a matter of numbers as it is a matter of power to prick the consciences of university and college faculty.

The curriculum is really the critical problem on our campuses today. This is what the struggles at Berkeley and San Francisco State College are about, and here the students are confronting faculty power for the first time. Up until quite recently, most student activists thought the administration was the enemy. The president or the dean fit very well the image of the authoritarian parent. But now students are beginning to see that those who are holding back the kinds of reform in which they're interested are the faculty. They now see that the chancellor really means it when he says, "Okay, let's have these educational changes that you're interested in; I'm for it."



The problem is how can we actively implement these changes. This is what the struggle is about at Berkeley right now, and the issue is still in doubt. The students who have been on strike, those who are striking in the interest of a Third World College are quiet for the moment, partly because they are exhausted and partly because the chancellor has said publicly that he is for this college, and that they are going to have it as soon as it can be arranged. However, nobody is optimistic about whether it can be arranged soon enough to keep the students from hitting the roof again, because it has to be approved by the faculty curriculum committee, the chancellor, the president, and then the regents, and so on. The chancellor says plaintively, "These things take time," or "We must do these things according to our traditional way of doing things; we must do them according to those ways we have used to make the university great." And the Third World student shrugs and says, "Well, I hope you can do it fast enough."

The present curriculum struggles exist because what the students are asking for is an educational program which, if it is put through, will actually be a successful challenge of some basic faculty values. For example, there cannot be such a college unless many of the teachers are without the usual academic credentials. Nothing is more shocking to an academic man than the idea that anybody except another academic man can teach. The idea is that getting a Ph. D. qualifies one as a teacher, and nothing else does. This would really shake the structure of the university—the very idea that somebody could teach who has not had the usual processing.

The students, you see, are talking about a college in which what is taught is immediately related to life as they know it—life in the ghetto. They want people from the ghetto to teach at the university and the people in the university to work in the ghetto. In other words they want the community and the university to come together in this fashion, and it is inconceivable unless some of the teachers are people who have lived in the ghetto. And if they have, the chances of their having a high degree are very, very remote indeed. Negro Ph.D.'s in this country can be counted in about five minutes. Last year, of all the Ph.D.'s granted, 0.78 of one per cent were granted to Black men. How in the world are they going to fulfill their promises to student to staff the Black studies program in Third World colleges when the Black men are still trying to meet the standards of accreditation? They cannot do it, and whether or not the faculty can accept this is going to be touch and go. They will, eventually, because these anachronistic institutions simply cannot go on forever sitting on this enormous demand for relevant education.

Some of the irony of this is that the faculties are not really in any sense against Black people or against Indians, or Mexican Americans. What they are against is progressive education. Progressive education actually challenges some of their basic beliefs and they fear that it will cost them something. So far, none of the struggles have cost faculty anything.

The student as the curriculum maker is one of the most difficult questions to resolve in the current list of student demands. I have found some students whom I thought were excellent at suggesting what they and others should study; I have also encountered some that struck me as not so good. In the old days, the typical student curriculum maker would say, "What good is it going to do me to study this?" In the day when students were vocationally oriented, they thought with their parents that college was to prepare them for a job. When they came on to something that was difficult or awkward to understand, they would say, "Well, what has this got to do with what I'm going to be doing after I graduate?" Or taking it the other way around, lots of graduates used to complain that college never prepared them for what they were in fact doing - namely mothering two children in the suburbs, keeping house, and being 100 per cent homemaker.

So in one sense, the student suggestions have not always been very constructive. This may be one of the reasons why a typical faculty response to students' rather impassioned suggestions about changes is to say, "Why don't the students then come up with programs? Why must they be so destructive all the time? They seem to be eager just to tear everything down; they don't seem to come up with any positive ideas of what they would like to have." Or people will say when students appear at meetings to talk about education, "What really is it that you students want?"

Continued Page 21

Joe Knox

Ed Note: Joe Knox is a staff writer for the **Greensboro Daily News.** This text was published in the **Daily News** March 2, 1969.

College Beckons to "New" Lawman



The patrolman on the beat, stereo-typed for generations as big, tough, a little dumb, but warmhearted when you got to know him, may still persist in pulp-paper fiction and on late-night TV shows, but in real life he's been on the way out for years.

The world has become too much for him. His beat is seething with complex social problems simply beyond his knowledge and ability to deal with.

These days it just isn't enough for him to know only the mechanical chores of police work. There is an ever-increasing demand that he become a mobile sociologist, and manager of people, with understanding in depth of problems arising from ghetto living, unemployment, the breakdown of families, the drive for equality from minority races, the inability of institutions to cope with social turmoil.

In essence, the traditional cop on the beat, at least in larger metropolitan areas, has outlived his usefulness.

In these parts, his exit from the police scene is going to be considerably hastened through a cooperative effort of the Greensboro Police Department and the Downtown Division of Guilford College.

The college will offer courses leading to associate and full bachelor of science degrees especially tailored for law enforcement officers. (An associate degree can be earned within two school-years, and does not require many of the general background courses normally taken in freshman and sophomore years. Also, fewer courses in areas of specialization are demanded than for a bachelor degree.)

Projected to begin next fall, the new programs will provide major studies in the behavioral sciences of psychology, sociology and management with an emphasis on law enforcement. The programs will be academic in their entirety. That is, there will be no courses offered in police skills, such as fingerprinting, weapons use and routine law enforcement procedures.

Training in these skills has been carried on for years

by the Greensboro Police Department in its Police Academy, and through in-service education and specialty programs. Substantially the same kind of training is being offered at Central Piedmont Community College in Charlotte, and at Davidson Community College in Lexington. These are the only schools in the state open to the public which do make available training in police work.

While such training is absolutely essential, of itself it obviously does not produce well-rounded officers with an educational background of enough substance in the humanities and social sciences to make for understanding of what is happening in our changing society. This is precisely the need Guilford College expects to fulfill.

With the exception of Florida State University, there are no schools in the Southeast (and very few elsewhere) with academic programs to educate career officers on the scope contemplated by Guilford.

Police Chief Paul B. Calhoun and his staff began work on the idea about three years ago and first approached the University of North Carolina at Greensboro with a proposal to develop degree courses oriented around law enforcement.

"The need was obvious" he said, "but we are the first to acknowledge we are not educators. The only way we could achieve our goal was through academic training. We needed help."

The UNC-G administration thought the idea was not feasible at that time, but Guilford College officials did express an interest, and this led to extended discussions over the type of program to be developed.

Notable among police officers actively engaged in helping Guilford's faculty firm up the curriculum were Capt. J. W. Hilliard and Capt. W. E. Swing.

Chief Calhoun commented, "The college officials are certainly to be commended for their response. I think this is one of the finest degree programs in law enforcement you'll find anywhere in the country. They did an outstanding job, and it's really a dream come true for us."

There was another step to go. How receptive would officers of the Police Department be to the idea of going back to school? Would they really do it?

Capt. Hilliard conducted a survey and the responses were positive up and down the line. Eighty per cent said they would like to attend college - period.

Seventy-seven per cent said they would attend on their own time if the opportunity was at hand.

(The police departments of High Point and Winston-Salem are to be surveyed to determine the degree of interest in those cities, since Guilford is within easy commuting distance. The program will be open to any qualified applicant wherever he lives, though as a practical matter most applicants are likely to reside in the Triad area.)

Capt. Hilliard reported that his survey revealed 13 officers, or 3 per cent of the total authorized strength of the Greensboro department, are now attending institutions of higher learning. One is going full time (on leave of absence) to Chapel Hill, and the others are part-time in local colleges.

He noted further that about 5 per cent of the police officers hold either associate or bachelor degrees from colleges, and 15 per cent have earned some college credits without graduating.

In sum, about 23 per cent (56 officers) have had college experience, ranging from a few credits to full bachelor degrees.

"There has been so much interest expressed in what Guilford will offer, we are very optimistic about it all," said Chief Calhoun.

"We've had many of the younger officers express special interest in the associate degree. By going part-time they can finish the course in about four years. And many of these will probably want to go on and earn the bachelor degree."

Calhoun foresaw the Guilford College program as an ideal recruiting base for the entire Piedmont Traid metropolitan area.

"It's a positive approach," he said, "and will alleviate some of the problems we've had in recruiting. Eventually, it will result in higher caliber personnel for our department."

Money was still another question mark. According to Capt. Hilliard's survey, 58 per cent of those who said they would go back to school also said they would need financial assistance to do it. At this point, Uncle Sam enters the picture with the Omnibus Crime Control and Safe Street Act of 1968. The act provides loans and grants to qualified law enforcement officers who attend college to upgrade their professional abilities.

After the Winston-Salem and High Point police departments are polled for interest and a firm estimate can be made of anticipated enrollment next September, Guilford College will apply to the Office of Academic Assistance of the Law Enforcement Assistance Administration for a grant to cover financial needs of students. With funds in hand, the college administrators will deal directly with applicants.

David Morrah, director of community services for Guilford's Downtown Division, noted that outright grants would be determined by need. A grant can amount to as much as $300 a semester, covering tuition and fees.

A successful applicant must be a full-time employee of a public law enforcement agency and must agree to remain with the agency for two years following graduation. He can attend classes full time or part time.

Loans will be made only to students who attend full time, Morrah continued. Amounts can range up to $1,800

Continued Page 25

Film Class is Living Art



"Lights . . . camera . . . action! O.K. gang, the camera's panning left - Lucie, don't move. Watch those profiles!"

The sounds of a Hollywood production company on the job? Hardly. Instead, they are likely the bellowed instructions of members of Dr. James Gutsell's cinematography course, offered this semester as English 446.

Instigated by Gutsell, head of Guilford's English Department, the three credit hour course was opened in January for upperclassmen primarily, and by permission of the instructor only. Twenty-seven students—far more than Gutsell had anticipated—registered for the class, joining the thousands of college students all over the country who have discovered this relatively new academic discipline.

As this was the first such course of its kind at Guilford, Gutsell and the class first had to find its direction and define its goals. "As I see it," said Gutsell early in the semester, "films are the vital dramatic medium of today, more so even than the legitimate theatre. I think that within a hundred years historians will look at our films, more so than our plays, as the significant drama of our times."

Lest the course become simply an entertainment session, Gutsell —one of 541 instructors teaching 1,233 film courses throughout the United States during the 1968-69 academic year—set up requirements for the students, still allowing them leeway for "doing their own thing." The class saw a movie a week, those on the regularly scheduled Guilford College Art Series. Then, in addition to in-class discussions of various aspects of the film, members were asked to write papers about what they had seen. The critiques could cover any aspect of the film in which the students was interested, be it critical, dramatic, or technical.

The biggest project of the semester was to be the organizing, writing, directing, filming, and editing of a short film by each of the six subgroups of the class, which was divided for the purpose of production. The actual making of a film, Gutsell reasoned, would be the most effective way for the class to confront the aesthetic and technical problems of cinematography firsthand.

Students also had readings from the limited amount of literature on the subject of movies and movie-making in order to get a feeling for the history and technological progress of the industry, as well as motion picture criticism.

Just where the class went with these guidelines is a diverse story. "I look at movies so differently now," said one junior. "I had never realized how complex everything was,

Emily Hedrick '70

ED. NOTE: Miss Emily Hedrick '70, of Lexington, N. C., has worked as a summer intern with both the Lexington **Dispatch** and the Greensboro **Daily News** and **Record.**

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and how many visual techniques are so effective. It's different when you look through the viewfinder."

From the beginning of the course, participants had been confronted with the problems of "What is art? What is motion picture art? What makes good art?" Many of the students delved into these problems extensively, while others stressed the actual technique involved. The course was designed to allow this diversity; "For the first time it has been offered, Gutsell did a good job," commented Jerry Forsyth.

Films shot by class members themselves, none of whom had ever made a movie before, were as varied as the commercial films seen throughout the semester. One group, for example, shot a travelogue to Hanging Rock State Park using a red scooter for their "star." Another group examined people's reactions to their clown antics in downtown Greensboro on a busy Saturday afternoon. A third group followed the adventures of a soccer ball and its owners.

None of the finished products, of course, were polished works of art. But, without exception, the class members found the chance to make a movie "an exciting experience."

"The ways we failed were as much a learning experience as anything else," reflected Luci Stafford. "Going out and shooting a film was very exciting to me. I probably never would've had the nerve or taken the initiative had I not been in this course."

On the other hand, the course exposed the students "to some terrific movies we wouldn't have gotten to see otherwise," as freshman Betty Dixon said. The series was arranged chronologically so the improvement in technique and development could be observed. Starting with older film classics such as "The Great Train Robbery" and "The Battleship Potemkin," the series included Ingmar Bergman's "Smiles of a Summer's Night," the French films "A Nous La Liberte" and "Children of Paradise," the German movie "Blue Angel," the Italian "La Strada" and "Bicycle Thief," the Japanese "Ikuru," and the contemporary film "Blow-up."

Short film classics by Laurel and Hardy, Abbott and Costello, Charlie Chaplin, and Will Rogers were also interspersed with the longer features, along with "home movies" made by Gutsell himself. In addition, the manager of Greensboro's new Janus Twin Theatre, showed a variety of experimental and foreign films throughout the semester to which the class was invited.

Mary Winslow, a senior, hopes to experiment with films herself in teaching students how to write. "Seeing ideas organized could really help in organizing one's own thought processes....I can't wait to try it out as a teaching technique."

(The discovery of the art of cinematography is a relatively recent occurrence in the scholastic world. Educators snickered at the early beginnings forty years ago at the University of Southern California's pioneer Cinema School. What started out as a department for movie study housed in barracks-like buildings after World War II, however, has turned into a full-scale academic program, having produced 5,000 graduates. Recently, as a matter of fact, plans for a $4.4 million Center for the Performing Arts have been made at USC.

(The attitude toward the study of the motion picture art has, in fact, undergone quite a change. Following USC's lead, 219 institutions of higher learning including Guilford now have courses in the film, an 84% growth rate in the last five years, according to a recent survey by the American Film Institute. Morever, 51 universities now offer degrees in film.)

"Even though I think we tried to be too comprehensive, this course is a definite step in the right direction. I don't know of any other small college, around here anyway, that offers a cinema course like it," said Betty Dixon. The course, incidentally, will be offered again second semester 1969-70.

The semester did not turn out any seasoned cinema technicians or critics. But it did, by concensus of the class, turn out students more aware of the "most valid, contemporary art and entertainment medium today—its history, its problems, its potentials." The screen is more than a two-dimensional focus point now; at Guilford, it has become, for 27 students, a dynamic theatre for living art.

The New Curriculum:

Dr. Edward F. Burrows, professor of history, and John C. Grice, assistant professor of political science, presented their views of the recent developments at Guilford College to the Winston-Salem Alumni Chapter meeting. The edited text of their comments represents the thinking of a veteran faculty member and a young newcomer to the campus.

John Grice

The liberal arts college of today has changed. The old days when one studied the *trivium* and *quadrivium,* or the remnants thereof, are pretty well gone. Today's generation of college students is much better informed and is much better educated when they enter as freshmen than I was when I began college in the mid-fifties.

Though they are better educated and better informed they are not significantly different as people from what you and I were when we started college. Human nature has not changed as much as has human society. Many of the traditional approaches to education still hold true and are in many ways more important today than ever before. In this complex society, the student must still find time to sit back and say, "Who am I? What am I doing? Where am I going?"

Where does Guilford fit into this complex developing society? First of all, Guilford is no longer a small regional college. Granted, a majority of the student body still comes from North Carolina and Virginia, but the admissions staff is out scouring the country for students from metropolitan centers, the mid-west, and the far-west. Thus, the geographical constituency of the college has broadened.

The number of the different types of backgrounds on the Guilford College campus today is much greater than it was even ten years ago. This is good in a way because certainly a part of education is finding out what people are like, what people do as a result of their backgrounds, and what their ideas are. Students learn probably as much from being around fellow students as they do sitting in the classroom.

Secondly, there is an acceleration in the very field of education itself. In the good old days if you read two major newspapers and three major journals of opinion, you were up on politics. These days no individual political scientist could read all the material that is published on politics. We are all caught up in this information explosion. Teachers must pick and choose from the information available that which is most relevant and useful to the students. This means that today's college courses are different.

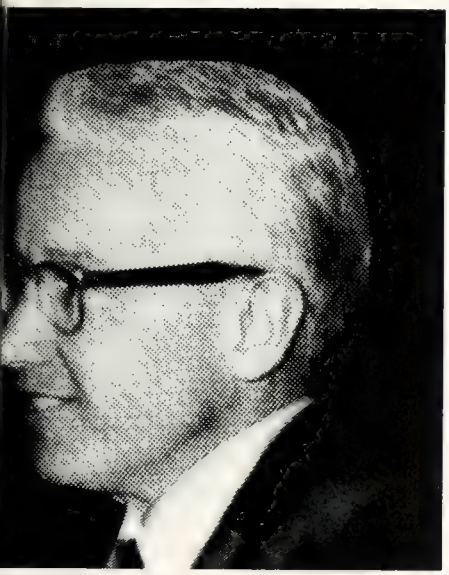
In many ways courses given at the undergraduate level in contemporary society are much more general than they were ten or fifteen years ago. This I think is understandable because the range of problems is much broader, the range of student interest is much broader, and this process of exposing students to the problems with which they have to deal becomes more complicated.



It used to be that a student could go to college, spend all his time on the campus reading great books, and discussing with professors and other students this thing called education, and then could go out into the world again at the "end" of his education. This approach, this situation, is over and done with. The students not only look outside the college campus to see what is going on, they reach out and drag the problems into the classroom and say, "All right, tell me about this. What must I know about urban problems? What must I know about nuclear deterrence? What must I know about man's politics if I'm to survive in this complicated society?" It then becomes the faculty's responsibility to tell them, or to try to. Students are interested

Continued Page 10

Views of an Innovator and a Traditionalist



Ed Burrows

"Is Guilford College the same institution it was some years ago?" The answer, I would have to say candidly, is "No, it is not." For one thing, many of the rules and regulations have changed. As an example, attendance at convocations is no longer required. Another is that girls are now permitted to wear slacks and bermuda shorts to class.

I have one girl in my class that I have not seen in a dress all year. Actually, it is not anything to be particularly regretted. She wears attractive slacks, and I have gotten used to them. In fact, I would say the slacks and bermuda shorts are much to be preferred to the miniskirts in the classroom. They cause fewer casualties.

The make-up of the faculty has changed considerably. There are now about 75 full-time faculty, many of whom have come within just the last few years. Faculty now have new offices, better equipment to work with, and are paid higher salaries.

The students also have changed. Today they come from all parts of the country. Some of the boys even have long hair. There are, however, fewer foreign students than there once were.

In these ways then, I would say that this is not the Guilford College alumni of even just a few years ago would remember. But, if asked, "Is Guilford the same liberal arts institution?", I would have to say, "Yes".

What is it that traditionally has made Guilford through the years? First, I would suggest that it has been the Quaker concern for the individual. In spite of all our efforts to formulate what we consider the desirable characteristics for an entering student, we still go over individual applications very carefully. We still wrestle very deeply with the problem of whether this or that individual can really benefit from the kind of education we give at Guilford. We still are very much concerned about giving students the attention that will enable them to do their best work. We do not always succeed, but the concern is still there.

Secondly, the college is still dedicated to the ideal of intellectual attainment and stimulation. Most of all, we are dedicated to the idea that a liberal arts education is the type of training every individual should have to grow into the kind of human being he ought to be.

The idea of the liberal arts was first advanced by those magnificent organizers, the Romans, who in their admiration for the Greeks, tried to put into a formula what it is that a man ought to have to be educated. The Romans in their typical fashion said there should be seven things. They divided these into the *trivium,* the hard working part of their education, which was grammar, rhetoric, and dialectics; and the *quadrivium,* the sciences, made up of arithemtic, geometry, astronomy, and music.

What the Romans were trying to do was to create a formula that would enable them to put a man through a process and bring him out in such a way that he would be able to live in the world of their day.

As education in the United States became more and more specialized in the early 1900's, there was the tendency to get away from the Greek, Latin, and traditional patterns of thought. Under the leadership of President Raymond Binford, Guilford College did some pioneering in trying once more to design a curriculum that would give the student the experience that would enable him to emerge as an educated person. Dr. Binford and his faculty came up with what was called the "core curriculum" in the 1920's. This was similar to what the Romans had attempted.

Today we no longer have what we call a core curriculum at Guilford. "Is the college, therefore, banning the liberal arts?", you ask. I would have to say, "No," because behind the idea of the liberal arts there

Continued Page 11

in contemporary problems, and our approaches to education in this contemporary period must deal with these problems. They are aware of them and are going to have to deal with them. Like all young people they feel that they can solve problems that we old fools have not been able to deal with. Whether they can or not, I do not know, but they feel they can, and we must assist them in learning to ask the proper questions, arrive at the best answers, and involve themselves in what we call "living in the modern world."

How do we go about this? No longer is there time for an undergraduate student to sit down and read all of Scott's Waverly novels, for example, or those Dickens tomes that used to come out in three great volumes for reading by the fireside in the evening. This does not mean that we refer them to Classic Comics for their education in literature. We must make them aware of the best works in a given field. We must indicate to them the range of a given area of study, and tell them where to go for further information that will be of particular interest to them. The courses then become more general, at least on the introductory level.

Well then, how should a liberal arts college approach undergraduate education?

The idea under the new curriculum, which goes into effect this coming fall semester, is that students enter college with an awareness of the major questions; it is thus up to the teachers to make use of this interest and awareness in the freshman year in order to give them some idea of what they will be exposed to for the rest of their undergraduate education. In short, rather than coming into the freshman year and starting into a western civilization course reading about the Greeks, the Romans, the Dark Ages, the Middle Ages, the Early Modern Period, the Modern Period, and then the Contemporary Period—rather than starting at the beginning and running up to contemporary affairs—we are going to wind up doing it the other way around.

Since the students are aware of contemporary issues, we will expose them to contemporary problems in a 12-hour credit freshman course led by various faculty members who will approach the problems from different academic perspectives. If the problem is, say, urban affairs, there will be a lecture by a political scientist on the political problems of the cities, a lecture by an economist on the economics of the cities, a lecture by a sociologist on the social problems in the cities, and a lecture by a philosopher on the problem of human identity in these masses of people that we call modern cities. The same problem will be approached from several different perspectives by individuals in various departments of the college in order to give the student an idea as to the range of techniques available to him in trying to make some sense of the problem. This is where we intend to fill them up with as much of the basic information as they currently get over a broader range of courses and over a longer period of time.

Where then do they get the specific information? They get it through a series of required courses in their majors, and through an expanded option for study in related fields and electives. Rather than spending fully half their graduation requirements on core curriculum requirements and an additional fourth on major requirements, leaving a student with only a fourth of all his courses for him to pick and choose, we are trying to broaden the option for these upper division courses. We hope that in small classes more interested students and faculty can go deeper into these problems than they could were we still operating on the basis of a standard curricular approach.

There are, of course, problems in this kind of approach. How does a teacher know if he can give a lecture to the whole freshman class? How does he know he can say anything to them that is going to be worth listening to? We hope to balance out the lecture with discussion sessions with the freshman enrolled in this mass course. They will spend two hours a week in lecture, and two hours a week in discussion groups. We hope thus to balance the mass approach with the kind of individual instruction that a small liberal arts college ought to provide.

For those students who are of exceptional ability, for those students who indicate that they are prepared to operate on a much more intensive level of education than is the case with the normal student, there is an alternative curriculum which provides for independent study beginning in the sophomore year. With the approval of their major field departments, selected students will be turned loose. They will write papers; they will read; they will discuss what they learn with their supervisor. The independent study approach will free the student to pursue his own educational interest and his own educational end with guidance from interested faculty members. Now this is considerably different from the standard curriculum approach. Frankly, I do not know how it is going to work. However, if the faculty is interested and the students are interested, it can work.

This new curriculum is not an attempt to change liberal arts education but is an attempt to retain all the traditional values and all the traditional approaches that can be used in contemporary society. For those students who still want to go into a detailed examination of the American constitutional history, those courses will still be available. For those students who find they must master modern techniques with names like systems analysis, cybernetics, and set theory, and the like, those courses will be available.

We hope, in short, to be able to maintain the personal, individual approach while broadening the range of materials we can offer our students, in the hope that the college will still be a worthwhile place to go—a worthwhile place to spend four years.



Dr. Burrows

are some very basic premises, and to these we still adhere.

The idea at Guilford still is that the individual should acquire the information and experience which will bring him to the state of being a true human being. This is based on premise one: man is not automatically a human being. Man is partially an animal. He has, however, the potential to rise above the animal and live on a level that enables him to associate with other human beings and to enjoy a wide spectrum of pleasures far exceeding those given to the ordinary animal. Therefore, the object of education is still to enable the individual to discover some of the things about himself, thus enabling him to get a greater degree of pleasure from life and out of his association with fellow human beings.

A second premise is that the individual must share in the responsibility of becoming more than a mere human being. Therefore, Guilford College accepts the challenge to encourage, to stimulate the individual to participate in his own creation, as it were.

The final premise is that education must be worth all the work that it takes to acquire it. Education is not something that can be easily or quickly acquired. It necessitates concentration, sacrifice, and discipline. Therefore, education should enable the individual to find real pleasure in what is going on. It should not be something entirely dull. The student should be able to enjoy the fruitful give and take of ideas . . . to enjoy exploring, creating, and discovering. Now, you ask, "Is Guilford succeeding with its new approach?" But I ask, "Did we succeed in the days of the core curriculum?" Many students under the core curriculum at the time would have said "No," and yet in later years they have returned and said, "I finally am beginning to understand something of what you were talking about."

In the same way, I believe our degree of success with the new curriculum will have to be measured in terms of what happens in the lives of the young people, not necessarily now, but in the years to come.

I will have to admit that it is not easy for one of my age having been at Guilford some twenty-one years to go through some of the transition. As I have already suggested, many things are quite different. The national climate for colleges and universities is not exactly halcyon these days. There are so many problems that young people are exposed to that there naturally is a great deal of ferment spreading from one place to another. Young people, as always, are inclined to catch this ferment. We see it in such things as their response to music and in the restlessness on our campuses.

Guilford itself has some very real, immediate problems. I do not mean to put it in the negative, but we have a new administration. We have many new faculty members, some of them fresh out of graduate school, and with all due apologies, they sometimes still have a little to learn. We have an influx of students, many of whom come from backgrounds that have not anticipated participation in college. These situations do bring problems.

Today, despite temporary discouragement, I still feel Guilford is manifesting its high purpose toward the liberal arts. It has a very capable, dedicated faculty. Many of the young faculty are attractive, bright, and innovative. They even challenge those of us who have been around a while. They also make those of us in the "old guard" feel good, due to their continuance of the same pursuit for excellence the rest of us have long sought.

I feel we have a tremendous opportunity in the young people of today. Sure, they are restless; they are confused; they often behave in ways we wish they did not. Yet without question, they are the young America. They are the product that we have made. They are your sons and daughters. They are really very capable of growth. They are susceptible to vision, and most of all I think that they are potential human beings. Guilford College is trying to and does provide them with the inspiration and experience that will enable them to live in these difficult times.



No More Monkey-See, Monkey-Do Teaching



J. R. Boyd, chairman of Guilford's Mathematics Department, got fed up with the "monkey-see, monkey-do" method of teaching about eight years ago. To replace it he instigated what he describes as the "Texas" method because he was first exposed to it at the University of Texas.

Actually, the "Texas" method is a version of Socratic reasoning which demands the student deny himself of any resources beyond his own ability to reason. Boyd, however, discovered that it just does not work with the average student but requires a high level of intelligence as well as drive, determination, and near-infinite patience.

"This is not an easy way to learn," said Boyd. "It is much easier to stuff their ears and be done with it."

"You can approach mathematics in two different ways," he continued. "Once a question has been asked or a problem posed, you can research it and come up with the answer. It's a monkey-see, monkey-do sort of thing.

"But on the other hand, the student, without using source books, can recreate what he would learn from the books. He does the developing himself. He is involved. He's not a passive listener but an active participant."

The student essentially finds himself thinking through the same steps the original mathematician followed in developing an equation, theorem, or whatever. It is not original research in the sense of contributing to mathematical literature, but it is original as far as the student is concerned. Boyd calls it "undergraduate research."

To give these talented students - now numbering six- some recognition for such outstanding work, Guilford's Math Department published "The Journal of Undergraduate Mathematics" in March.

The first issue contains six "original" papers written by seniors Jean Ellen Kelso, George Rudolph Gordh Jr., Hal Brown Phillips, G. Edgar Parker, David L. Cozart, and sophomore David F. Spillman.

Four of the papers were presented at the annual meeting of the Mathematical Association of America, Southeastern section, held in late March at Winthrop College in Rock Hill, S. C.

About 1,000 copies of the 52-page journal have been distributed to university and college math departments all over the country, and contributions from undergraduate mathematicians in other schools are being sought.

The Journal is unique because few others of its kind usually amount to more than mimeographed sheets stapled together and distributed on local campuses.

Publication of the Guilford Math Journal was made possible by a gift from an anonymous donor. Boyd says his department plans to publish the Journal two or possibly three times a year if worthy contributions from other schools become available.

"We think it would have limited appeal if only Guilford students prepare the papers," he said. "There is undergraduate research going on in other parts of the country and we want to get those students involved."

In a statement of intent about the Journal, Guilford's math department cited the paper of David Spillman, "The Long Line," as an example of "relatively original" research of a type sought for publication.

The statement read: "The existence of the 'long line' is well known and is easily obtainable by an upper level student. The author was not informed of its existence in the literature until after he finished his paper. Since the results were obtained at the end of the freshman year and beginning of the sophomore year, it is included in the Journal."

Spillman's paper was held in such high regard that it was among those read to the student section of the Mathematical Association meeting.

1969 Commencement



263 degrees awarded in graduation exercise June 1



Commencement speaker Elton Trueblood (L), Quaker leader, and President Grimsley T. Hobbs (R)



Graduates (R-L) Danny Allen, Dick Arculin, Pam Atkins, Wayne Barr

on campus:

Thurmond Predicts Conservative Court

Strom Thurmond, South Carolina's controversial conservative Senator, spoke at Guilford College May 16 and predicted a conservative Supreme Court, a "tougher line" from the Nixon Administration on the Vietnam war, and the passage of the Anti-Ballistic Missile system by Congress.

Thurmond, 66, was the guest of the College Union and the Convocations Committee of the school. His 7 p.m. press conference, in which he was questioned by members of the news media and about 30 students, was followed by an address in Dana Auditorium before some 500 Art Series patrons and students.

The Senator, who is a member of the powerful Senate Judiciary and Armed Services Committees, had strong words for the recent resignation of Supreme Court Associate Justice Abe Fortas, claiming it as "an acknowledgement of his guilt. The American public can breathe a breath of fresh air now that Abe Fortas is off the court."

The nation's highest court, as a result of Fortas' resignation and the retirement of Chief Justice Earl Warren, will become a conservative institution, predicted Thurmond. Nixon will appoint "strict constructionists of the Constitution" to replace them, said the Senator.

Thurmond, who has been a member of the Senate since 1954, was accompanied to the Guilford campus by his 22-year-old wife, the former Nancy Moore, a South Carolina beauty queen.

Thurmond, who has always favored a military victory in Vietnam, described the President's peace proposal of mutual troop withdrawals, as "all right under the circumstances." He said he expects a "tougher line" from Nixon if the proposal fails. He suggested, among other things, the closing of North Vietnamese ports, flooding the North by destroying dams, and bombing industrial installations.

The senator said student unrest on American campuses is caused by a national conspiracy and by students who go to college "to cause trouble, not to learn."

He said the students have "too much too soon. They don't have to work for what they have, and they don't appreciate it." He did add, however, that part of the problem is caused by school administrators who have failed to listen to student grievances.

A strong advocate of the ABM defense system, Thurmond devoted most of his evening address to the current ABM proposal and to the possible courses of action available to curtail demonstrations and riots across the country. "People are getting fed up with demonstrations and riots. I think the vast majority of the American public favors using as much force as necessary to stop the violence in this country."

Another topic which the Senator discussed was the stiff anti-obscenity laws which he hopes the next Congress will pass. During a question and answer session following his speech, he was asked by a student to define what he meant by "obscenity" and "wholesomeness."

"I don't think I have to describe what obscenity means to a college student," Thurmond said. "And wholesomeness? Well, that's the opposite of obscenity."

Sen. Strom Thurmond



Board of Trustees Expands

The Guilford College Board of Trustees has formally announced the nomination and election of three new Trustees, effective June 1.

The three elected are:

W. Linwood Beamon, a 1932 alumnus of Guilford, and mayor of the city of Burlington. He is in the real estate and building supply business, has served as president of the Burlington Chamber of Commerce, the Burlington Real Estate Board, and the Guilford College Alumni Association. He also is a former chairman of the Alamance County Board of Commissioners. He is a member of Front Street Methodist Church in Burlington.

Isaac Harris, minister of Archdale Friends Meeting, is a former recipient of the "Citizen of the Year" award presented by the Archdale-Trinity Lions Club. He is a 1941 graduate of Guilford.

Seth C. Macon, vice president and agency manager of Jefferson Standard Life Insurance Company, is a 1940 graduate of Guilford. He has served on the board of the Greensboro Heart Association and the Guilford College Alumni Association. He is a Deacon of Greensboro's First Baptist Church.

These three are the first of six authorized when the Trustees increased Board membership from 18 to 24. One of the provisions of the action is that the six new Trustees can be selected from those who are not members of the Society of Friends.

Commenting on this action, Judge Byron Haworth, of High Point, secretary of the Guilford Board of Trustees, said, "This expansion of the Board of Trustees and the seating of non-Quakers on the Board does not represent a departure from the essential Quaker values which have always guided the college during its one hundred and thirty-two years.

"From the beginning, Guilford College has attempted to exemplify and to keep faith with traditional Quaker-Christian principles of simplicity of life, regard for the individual, peace, and active social concern. In the future the college will continue to uphold these ideas as an important background of its educational program."

"Through this action, Guilford hopes to achieve a broader representation among its alumni (80% of whom are non-Friends) and our many close friends in North Carolina as well as those from out-of-state," said Judge Haworth.







W. L. Beamon '32

Isaac Harris '41

Seth Macon '40

Guilford Site of Music Festival

This summer Guilford College will host the eighth annual Eastern Music Festival. Beginning June 17, the six-week festival will again feature the Eastern Philharmonic Orchestra, Greensboro's first and only professional orchestra-in-residence, and the only professional orchestra to perform during the summer within a 225-mile radius of the city. The Philharmonic is directed by Sheldon Morgenstern '66.

The festival will offer the Philharmonic, whose members participate in major orchestras during the winter months, a chance to perform with ten soloists of national and international prominence. Five professional chamber music programs, four solo recitals, and five concerts by student orchestras are also on the agenda.

As in past seasons, the brilliant young American violinist Charles Castleman will be artist-in-residence. He will perform as soloist in the opening concert June 26. Other outstanding soloists for the season will include pianists Ivan Davis, Paul Schoenfield, Roman Rudnytsky, and Warren Rich, violinists Mari Tsumara and George Zazofsky; vocalists Patricia Craig, Sergio Amorim and Charles Lynam; and guest conductor Mircea Cristescu.

About 200 junior high and high school students, representing 32 states, will attend the festival's summer music camp to study with the masters.

Stanley Lewis will again conduct the student orchestra, whose concerts are free to the public. Season tickets for the twenty professional concerts held in Dana Auditorium are sold at the non-profit price of $12 each.

The six Thursday evening performances by the Philharmonic will highlight the festival, which has drawn acclaim from music critics throughout the East. Its personnel represent over half the nation's major orchestras. Conductor Morgenstern is one of the youngest men ever to hold the post of musical director and conductor of any major or metropolitan orchestra in the United States.

SURVIVAL KITS: They Help a Student Through Exams

Final exams brought a thriving new enterprise to Guilford College this year.

The Student Rescue Service, headed by Alan Rosenblatt, a junior, mailed handbills to parents of students offering for sale a "survival kit for final exams."

"Help your student!" the handbill cried out. "Surprise them with a Survival Kit for Final Exams. Contents: Food for Thought.

"A Survival Kit is a refreshing reminder of you and your good wishes when the pleasures of studying give way to the pressures of exams, when dinner is a dim memory and breakfast an abandoned hope."

For just a mere $4.50 a parent could have a survival kit delivered to his struggling child at his dormitory on the opening day of exams. The kits contained crackers, cheese, peanut butter, tangy jelly, delicious nut fudge brownies, nutritious chocolate chip cookies, delectable cheese munchies, raisins, imported fruit drops, malto-milk pax, fresh fruit, and a final surprise.

For just $1.25 more a parent could include a special panic button in the kit. The panic button, the handbill said, is 'a great tension breaker.' Made of sturdy, colorful plastic, a must for every college student. When you press the Panic Button, a flag inscribed with the words 'Look It Up In Your Funk and Wagonalls' pops up. It has a foam adhesive backing so that it adheres to the wall or sides of desks and will last through panic after panic after panic . . . "

"There is something enterprising about a student who will try to sell survival kits at exam time," says Dr. Pete Moore, religion professor at Guilford. "I thought of competing with Alan by offering my own kit."

Dr. Moore's kit would include such items as copies of old exams, hints for review, quick summaries of best tests of the season, blue books, above-and-under-water pens, and of course, favorite prayers for times of distress.



Newton and Ragan to Head Alumni

Robert A. Newton '58, was installed as president of the Guilford College Alumni Association at the Alumni Day luncheon May 31.

Newton, principal of W. H. Page High School in Greensboro, succeeds Jack E. Tilley '49, to the one-year post.

Other recently elected Alumni Association officers include president-elect *Herbert T. Ragan* '37. Ragan, president of Ragan-Carmichael, Inc. of High Point, will also serve as chairman of the 1969-70 Loyalty Fund drive.

Dr. Dudley D. Carroll '07, of Chapel Hill; *Frank L. Crutchfield* '25 of Greensboro; and *Henry A. Mitchell Jr.* '57, of Raleigh will serve as vice presidents.

New members-at-large to the Alumni Association's Board of Directors are *Tom J. Cheek* '31, of Greensboro; *Dr. A. Raymond Tannenbaum* '44 of Greensboro; and *Dr. Frederick H. Taylor* '42, of Charlotte.

Bob Newton, chairman of the successful 1968-69 Loyalty Fund drive, automatically moved into the presidency as president-elect. After earning his A.B. degree from Guilford, he received a master's degree in education from the University of North Carolina at Greensboro. He was Assistant Professor of Education at Guilford one year before being named Director of Admissions in 1967. He later became principal of Page High School.

Newton is married to the former Nancy McDowell. They live at 2709 Shady Lawn Drive, Greensboro.

President-elect Ragan will become president of the Alumni Association in 1970. He is a member of the Guilford College Board of Visitors and has served as a class agent for three years. He and his wife, the former Elizabeth Hoffman, have a son Tommy who is a rising senior at Guilford. They live at 1601 Oakhurst Avenue in High Point.



May Queen

May Queen Pam Atkins of Eden, center, reigned over the annual May Day festival May 11. Two members of the court pictured are Joan Knight of High Point, left, and Pat Mattocks of Reidsville, right.



class notes:

'08

Alva E. Lindley was recently cited in the Wilmington, Del., *Morning News* for his service to that city. Among the achievements mentioned in the article were his service as secretary of the YMCA, a post which he assumed in 1919, and his work for a Negro YMCA, finally created in 1940. He was honored to attend the dedication of the YMCA in Jerusalem as an American representative. Lindley was one of the founders of the Wilmington Council of Churches, the United Fund, and the Welfare Council. Now at the age of 86, he lives with his wife, the former **Laura Alice Woody** '09, at the Methodist Country Home.

'26

A poem entitled "Communion Hour" by **Geneva Highfill** was published by Easter *Ideals* this spring. She is a member of the Greensboro Writers society and the N. C. Poetry Society. She has had several articles published previously in the *N. C. English Teacher* and in the *N. C. Education Magazine*. She teaches at Central High School in High Point.

'27

R. G. Thomas, for the past 22 years principal of the Walnut Cove School, retired at the end of the past school year. He has been active in his church, the Rotary Club, NCEA, and Boy Scouting, as well as in education. After retirement, he and his wife Anne, plan to travel and visit their married children.

'35

Walter P. Copeland has recently completed three years teaching in the Department of Chemistry at Louisiana State University, Baton Rouge, La. His wife and daughter are both enrolled at LSU.

'42

Paul C. Pearson Jr. has served as vice president of planning for Celanese Corp. for the past three years. Previously he held the post of planning director in the plastics and chemical divisions of the company. His son Paul III is finishing at Duke this year and will go on to law school. He has two daughters. His wife Evelyn has been teaching in private schools for several years.

'45

Nancy Nun Beauchamp is living in Mannheim, Germany, where her husband Darwin is a Lt. Col. in the Army Transportation Corps. They have one eleven-year-old daughter, Fern.

Allyn Peters Dunk now lives in Albany, Calif., with her husband Robert and two children, Peter, 16, and Carol Betty, 14. Along with her duties as housewife, she finds time to work as a part-time library assistant.

Mary Sowter Gould and her husband Thomas are living in Martinsville, N. J., where Mary is active in church and Girl Scout work. They have five children: Barbara, 14; Priscilla, 12; John, 11; Mary Sue, 9; and Tommy, 3.

Dorothy Peele Kramme has settled in Monroeville, N. J., where her husband Paul is general manager of Ace Glass Co. Dot is active in the PTA, First Day School and Meeting, and politics; she is president of the Salem County Federation of Republican Women. They have four children: Susan, 20, at Northwestern University; Paul III, 18, at Spring Garden Institute; Steven, 15, at George School; and Alan, 12.

James Lehr is in research and sales for E. I. DuPont de Nemours & Co. in Wilmington, Del. Jim is married to the former Elma Parker. The Lehrs have one daughter Mary Linda. Jim's activities are centered around the Friends Meeting where he is superintendent of the First Day School and a member of the Friends School Committee.

Marion Kirkman Murchison has lived in Walnut Cove with her husband James for twenty-two years. Marion spends most of her time with church work since her husband is Executive Secretary of the N. C. Yearly Meeting of Friends.

Louise White Newman is a counselor at Southeast High School in Bordentown, Fla., where her husband Carl is in his 22nd year of service as a conductor with Seaboard Coastline.

Edna Glenn Huffine Pegram teaches first grade in Summerfield where she lives with her husband and nine-year-old daughter Cynthia LeAnn.

After having lived in such places as Tokyo and Lima, **Ann Edgerton Whitley** has now settled in Cleveland, Ohio, with her husband Joe. They were married in March, 1966.

'48

Rachel Thomas Benfey, Instructor in Art at Earlham College, displayed her work in a faculty art exhibition at Earlham in February.

'50

Rev. Tommy Tyson was the speaker for revival services at the Goldsboro Friends Meeting in March. He served for six years as a pastor in the N. C. Conference of the United Methodist Church and was appointed conference evangelist. His ministry has led him to travel extensively throughout the U.S. and other countries.

'51

James H. Williams and his wife, the former **Grace M. Votaw** '53, are the proud parents of their first child, Amy Marie, adopted April, 1968. They have lived in Stockton, Kan., since 1961, where Jim is beginning his third year as Pastor of the First Congregational Church.

'53

Lawton D. Gresham was named Greensboro district agent for Northwestern Mutual Life Insurance Co., which has offices in Chapel Hill. He formerly served as assistant to the general agent there. He holds the certified life underwriter designation.

'54



John M. Pipkin, assistant professor of religion at Guilford College, received the Thomas H. McDill Award for his poem "Delilah" at the annual meeting of the N. C. Poetry Society, Inc. Two other poems by John received runner-up and honorable mention designations in other ca-

tegories. Also, at the May meeting of the Greensboro Writers club, John was elected president for the coming year.

In recognition of outstanding achievement in 1968, **Colin R. Edwards** has been named to the President's Council of Home Life Insurance Company for 1969. This is the highest honor awarded to the top men in the company's field organization. It is based on extraordinary skill, service to clients, and dedication to their financial well-being. Since joining the Greensboro agency in 1964, he has received various awards for salesmanship. He and his wife and their two children live at 2514 Netherwood Drive, Greensboro.

'57

Philip T. Wade, currently a member of the faculty at the University of Florida, will become chairman of the Department of English at Western Carolina University on July 1, 1969.



R. Penn Truitt has been appointed assistant manager of the Durham Branch of the American Tobacco Company. Recently Truitt was selected by the company to participate in the sixteen - week program for Management Development at the Harvard University School of Business Administration. He has served as president of the Reidsville Junior Chamber of Commerce, on the board of directors of the Durham Chapter of the American Red Cross, and on the board of directors of the United Fund of Durham. Mr. Truitt and his wife, the former Bernice Clary, have twin sons, Mark and Ken, and a daughter Leslie. They live at 4162 Deepwood Circle, Reidsville.

'58

Phillip L. Welch is the assistant principal and teaches seventh and eighth grade language arts at Star Elementary School, Star, where he is currently completing ten years of teaching.

Gordon Causey has been named manager of the Jewel Box store in High Point. He has been in the retail field for over ten years. He joined the Jewel Box Stores Corp. in August of 1967 in Burlington. He and his wife have one daughter age 9. The Causeys are living on Beachwood Drive, Jamestown.

'60



James A. Stanley was recently promoted to consumer credit officer of North Carolina National Bank in Statesville. He is married to the former Diane Barker of Greensboro. They have one son and live at 634 Springdale Rd.

'61



Miles F. Frost of Winston-Salem was recently promoted to trust officer of North Carolina National Bank.

'62

Carol Ann Lowe and George Alvin Timblin wed March 15.

Howard D. Marsh Jr. has joined Senn, Willard & Senn Insurors as a representative. He previously was a salesman for the fibers division of Allied Chemical Corp.

Capt. John F. McCurry has graduated from the Air University's Squadron Officer School at Maxwell AFB, Ala. He was selected for the 14-week professional officer course in recognition of his potential as a leader in the aerospace force. He has been reassigned to Loring AFB, Maine, as a pilot.

Conrad Parker and his wife, the former Nancy Newson, announce the birth of a son, William Henry, born April 9. Conrad teaches physical education and is head basketball coach at Bayside High School, Virginia Beach, Va, They have one other son, Robert.

Capt. Alan B. Gordon and his wife, the former **Nancy Kate Taylor** '65, announce the birth of a daughter born Jan. 3 in Germany. They also have twins, a boy and a girl, born April 26, 1966. Alan graduated in 1968 from UNC School of Dentistry. Presently he is serving in the U. S. Army in the Dental Corps in Bavrlwider, Germany.

'63

John F. Wily III has been appointed a district manager for the Equitable Life Assurance Society in Raleigh. His new duties will include the recruiting and training of Equitable sales representatives. He is a member of the Friendly City Kiwanis Club, vice president of the Durham Life Underwriters Association, and former member of the board of directors of the Durham Jaycees. He lives in Valley Terrace Apts., Durham.

Carol MacKenzie Tate lived in Manila, Philippines, July, 1968 to March 1969, while her husband Neal completed research for his Ph. D. dissertation in political science. They have now returned to New Orleans where Carol hopes to resume her career in social work.

'64

The senior thesis written by **John Bivins Jr.** entitled "North Carolina Gunsmiths" was published in 1968 in the form of a book of the *Longrifle Series*. After graduation from Guilford, Bivins worked for two years in the offset printing business in High Point while expanding his research on the gunsmiths of the state. In 1966 he took a position as a curator for the State Department of Archives and was responsible for acquiring and maintaining furnishings and artifacts for the state's thirteen historic sites. In 1968 he took a similar position with Old Salem as curator of crafts.

James Duke Baughn and Alice Lela Saul were married April 26. Both are employed at the J. Spencer Love Hosiery Center of Burlington Industries. They live at 1011 Washington St., Burlington.

William Wayne Welborn and Charlotte Beresford Tudor were married May 3. He works for Home Security Life Insurance Co. in Durham.

Joanne Merville Christakis and **Rayner Wilfred Kelsey Jr.** were married March 29 in Waukegan, III.

Virginia W. White was married to Dr. George F. Wilson Feb. 20, in London, England. They are presently living in New York City.

'65

James O. Rayburn, ex-VISTA Volunteer who served in Houston, Texas, for a year and recruited for VISTA in the South-

west region, is presently an instructor for the University of Colorado VISTA Training Center in Denver, Colo.

2nd Lt. Henry W. Mixon III of Goldsboro, is a member of the 6100th Support Air Wing at Achikawa, Japan, that has earned the U. S. Air Force Outstanding Flying Unit Award. The Unit was cited for nine years of accident - free flying, support of Southeast Asia Operations, and maintaining good community relations with the Japanese people. He will wear the distinctive service ribbon to mark his affiliation with the unit.

Barry Alan Eisenberg was married to Lynn Sheryl Brenner April 13. He works for Reynolds and Co. in Winston-Salem, where they are making their home.

Andrew Vaughn Brown was married to Betty Jane Brown of Ahoskie recently. After July, they will live in Murfreesboro, where he is general sales manager of Superior Filterglass, a subsidiary of the Fram Corp.

Patricia Carolyn Miller was married to Dr. Jack Wilbur Gilliam Feb. 7. She is employed as a senior case worker for the Galveston Unit of Austin State Hospital in Texas.



Worth G. Knight has been elected president of the Greensboro Jaycees; the club has received the Minneapolis Award twice as the outstanding chapter in the world. Knight is the assistant manager of the Sears Mail Order Plant in Greensboro.

Bu Choon Chung Kim now resides at 4 Washington Square Village, Apt. 1B, New York, N. Y.

Theodore (Ted) R. Buddine is presently a systems programmer, specializing in telecommunications access methods, for the IBM Corp. in the Research Triangle Park. He joined the company three years ago. He also serves as a precinct chairman and treasurer for the Durham Young Republicans. He is living at 600 DuPont Drive, Apt. 49, Durham.

'66

Richard B. Latta has been appointed field claim representative in the Greensboro office of the State Farm Mutual Automobile Insurance Co. He lives at 3011 E. Bessemer Ave., Greensboro.

Henry Siegel was recently named a security analyst for Bache & Co., Inc. He will be working on airline issues. Prior to joining the Bache organization this year, he was analyst with a large New York based advisory service.

Thomas Howard Marshall and Judy Ann Thomas were married March 8. They live at 4728 Brompton Drive in Greensboro. He is employed as a cost accountant by J. P. Stevens & Co., Inc.

'67

Harry Sasser was recently appointed head baseball coach at Dunn High School, Dunn. While teaching at Wayne Avenue School in Dunn this past year, his junior varsity basketball team won the southeastern JV Tournament.

Airman J. C. James Otwell has graduated from a U. S. Air Force technical school at Keesler AFB, Miss. He was trained as a navigation systems repairman and has been assigned to a unit at Bitburg, AFB, Germany.

Robert Paul Moffie married Vicki Dianne Davis of Raleigh April 26. He is attending graduate school at East Carolina University. They live at Stratford Arms, Apt. 23-D, Greenville.

Airman I. C. Eugene P. Bruni has completed training course for air armament mechanics at Lowry AFB, Colo.



2nd Lt. John G. Sink Jr. has been awarded his silver wings upon completion of Air Force navigator training at Mather AFB, Calif. John is remaining at Mather for specialized training as a navigator - bombardier before reporting to his first permanent unit for flying duty.

'68

Lynda Spurlin Joyce and her husband Lee are the parents of a son, Lee R. Joyce Jr., born May 6. They live at Rt. 1, Ennice, N. C.

Joseph Marlyn Scott was married to Judy Gayle Stinson April 12. He is an eighth grade teacher at Chatham High School, Siler City. They live at 806 W. Fourth St. in Siler City.

Lynn Dorsett became the bride of Sgt. Timothy G. Sutphen in Tularosa, N. M. where she is a first grade teacher. He is stationed at Holloman Air Force Base.

Jean Phillips Shepard became the bride of Peter Watson Bake, Feb. 15 in Makaha Hawaii. They both served on the staff of Makaha Elementary School until Peter entered military service in June.

Nancy Fay McCraw was married to Allison Harmon Feb. 16. They are living in Greensboro, where he is employed in the data processing department of Jefferson Standard Life Insurance Co.

Ensign Alton Edward Wyatt, USN, was married to Rosalind Jo Robbins April 12. He is now in flight training at Whiting Field, Milton, Fla., where they make their home.

Thomas Gordon Shannonhouse is heading the new office of Wachovia Mortgages. Before joining Wachovia, Shannonhouse was assistant office manager for Piedmont Natural Gas Co. in Greensboro.

'69

Carolyn Groome Dees and William Oscar Leonard III were married April 4. They have moved to Pensacola, Fla., where he is in flight training with the Navy.

Joseph Lanier Wright Jr. and Joyce Dianne Meador were married April 20. He is a manager-trainee with the Jewel Box Stores, Inc. They live at Forrest Apartments, Mount Airy.

'70

Michael Gene Phillips of the Air Force was married to Gloria Jean Elkins Feb. 16. They live at Maxwell Air Force Base in Montgomery, Ala.

Sgt. Samuel A. Wall recently helped launch a U. S. Air Force Minuteman 1 intercontinental ballistic missile from Vandenberg Air Force Base, Calif. He was a member of the Ellsworth Air Force Base, S. C., missile combat crew which fired the missile.

Edward Perry Benbow III and **Jane Harper Bunting** '72, were married March 29. They both attend Guilford where he is taking a pre medical course. The couple will live with his parents, Dr. and Mrs. Edward Perry Benbow Jr. of 3809 Friendly Ave., Greensboro. Dr. Benbow is a 1937 alumnus of Guilford.

'71

Airman Larry W. Piggott has graduated from a U. S. Air Force technical

school at Chanute AFB, Ill. He was trained as an aircraft instrument repairman and has been assigned to a unit of the Strategic Air Command at Beale AFB, Calif.

Patricia Jo Newton, formerly a registered nurse employed by the Guilford College Infirmary, was married to Spec. 5 Oscar James Velez of the Army Feb. 15. He is an instructor in supply at Ft. Lee, Va., where they now live.

'72

Debora Ann Ownbey and **Robert Glenn Thornton Jr.** were married April 27. They will live at 3104-A Heritage House Apts., Greensboro. She is employed by Alderman Studios in High Point as a model, and he is vice president of Thornton Furniture Co.

On Educational Reform

Continued from page 3

I remember one meeting at which a student covered himself with glory when he was asked that question. He replied, "It's not up to us to say"—meaning, that it is up to the faculty to say what is education, and it is up to the faculty to think about a kind of education that is really addressed to the needs of students.

When there is a clash of student power and faculty power, it is really a question of the students trying to get the faculty to do something for them and the faculty trying to do something for themselves. As everybody knows, most curricula are made for the benefit of the faculty, and there is very little attention to the educational needs of students. So, fundamentally, I think, students want and need a kind of decent educational concern on the part of the faculty. Now they cannot ask for this. You will never hear a student say this directly—that he wants the faculty to show some concern. Instead, students will usually demand more freedom, and they will likely as not get it, often just because the faculty are not all that concerned. In other words, one reason why students and young people seem so free in our country today is because nobody cares all that much about them or what they do—"Let them do their own thing. As long as it doesn't bother us, why does it matter?" It is this lack of concern for youth, or the actual hositility toward youth in this country that is really at the root of many of the problems.

In my view, the question is not really who should have the power to make the curriculum, students or faculty, but how far can we go in allowing students to decide what they should study?

In some places, it is like that--the students keep coming up with suggestions for additions to the curriculum or things that they want to be taught, and the faculty give in a little bit. But then they say,"How far should we go in allowing students to have the power to make the curriculum?" It is my view that that is not really the question. The question is, "How can we build a curriculum; how can we have a curriculum that is really concerned with student development—one that is really relevant to the needs of students?" I usually spend more time listening to students on this matter than the faculty, because in my experience, students have more ideas about it. Most faculty are simply not thinking about what they do in these terms at all. They are thinking of presenting their subject, or that part of their subject at which they are expert. In the universities students take course after course in which the teaching is the faculties' presentation of their research interest. It is rare that a teacher in a university ever thinks of his course in relation to the developmental needs of students because he sees the whole thing as simply a matter of presenting what he has got to present. It has always made sense to me to discuss with students what it is that they think they are getting out of their courses.

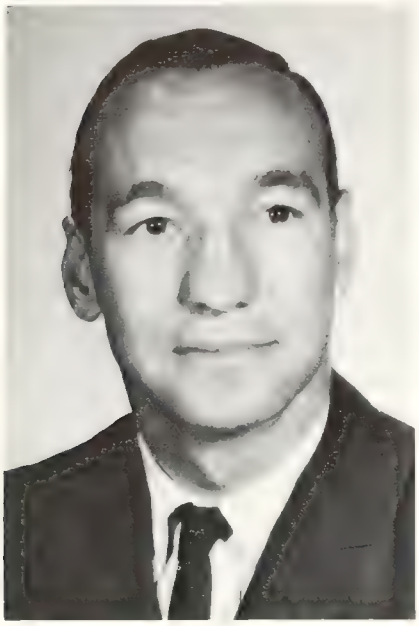
Nowadays, when students speak of their interest in changing the curriculum, they usually say they want it to be "relevant." Now here, I believe, we must ask them what they mean by "relevant", or listen a lot to see if we can find out for ourselves what they mean.

When we come to the question of the relevance, things really get quite complicated. I think the most serious complaint against the universities should be leveled at the humanities. They have in their hands the best means for helping students become fully human. These are the great subjects for liberalizing and developing individual students and yet at many universities, these subjects are taught more in the interest of the professor than in the interest of the student. That is to say, they have somehow succeeded in so dissecting these great subjects by requiring that they go according to subject requirements rather than according to human requirements. Students can sit through courses in Shakespeare without really getting a clue as to what Shakespeare really means, without really being reformed by what can happen if a course of that sort is properly taught. This is particularly bad at the high pressure universities where everybody has got to publish and has got to make a reputation as a scholar even though it means focusing on narrower and more professionalized aspects of a subject. So what should be the major source of nurturing for the students is often in fact a set of routine chores that are carried through unwillingly and without any passion.

I believe we need in this country still, a model liberal arts college for our times. It should embrace many of the great traditional liberal ideas, but it can still be revitalized by basing itself on new knowledge about students and their needs. I think such a college can go a long way in the direction of repairing the damage that has been done by universities and by the colleges that are imitating them. These institutions have succeeded in separating practically everything that belongs together. They have not only separated emotional development from intellectual development, but they have also separated research from teaching, teaching from action, and research from action. In a college such as Guilford, it is perfectly possible to reintegrate the things belonging together in a human community and in a human being.

The most shameful thing that could possibly happen would be for a college like Guilford to imitate the university by dividing up people into functions, each of which is taken care of by a different agency, thus eliminating contact between persons as a people. This college has as its central value regard for the individual, and I think it should hang onto it no matter what. In order to do this—to keep the persons together, and to keep the intellectual life of the college together —it must, however, go in for freedom of inquiry, as well as for academic excellence. As it does that, it will encounter the demands of graduate schools that they be sent students who already know everything that graduate schools are supposed to teach. The education at Guilford should be so good that the graduate schools will have to say, "We'll take this student simply because he comes from Guilford College." END

"Coach of the Year" Turns Educator



William L. Charlton '54, was born an athlete. At least, it almost seems that way. For as long as he can remember he has been interested in football, baseball—well, sports of any kind.

Bill Charlton modestly recalled, "While I was at Guilford, I played on the baseball team four years and was captain my senior year." He adds, "I also was on the football team four years, and scorekeeper for the basketball team two years."

After receiving his A.B., Bill went on to the University of North Carolina at Chapel Hill where he earned a master's degree in education. He took his first teaching job at Guilford High School where he soon headed an outstanding athletic program. His football team chalked up enough victories to win for him the "Coach of the Year" title.

School officials in Siler City had their eyes on the young, successful coach and wooed him away after three years with the Guilford County Conference. He stayed in Siler City eight years teaching, and coaching, mainly track and football.

During those years he was one of the most admired and respected coaches in the conference and was named "Coach of the Year" by his fellow coaches not once, but three times! In his last year at Siler City his team went undefeated. He was also the recipient of the Distinguished Service Award given by the Siler City Jaycees.

In 1965 Bill and his wife, the former **Mary Anne Herring** '57, got the chance to return to their hometown of Goldsboro to live. Bill had been offered the principalship of Virginia Street Elementary School, so the family packed up and moved to the eastern North Carolina town. They have been there four years; Bill since has been named principal of Edgewood School where he is today.

The popular young educator is impressed with the educational programs of today. He says, "The elementary schools today are doing an excellent job, possibly the best job ever, of teaching and training children. The programs are geared more to the individual child."

"Interest motivates a child to learn," says Charlton, "and the teacher is doing a superb job in providing a pleasant atmosphere which is conducive to learning. A teacher cannot force learning; she must encourage it."

Bill and his wife Mary Ann live at 1009 Claiborne Street, Goldsboro, with their three children Herb, 14; LuAnn, 8; and Preston, 7.

When asked if he regrets leaving the coaching field, Bill Charlton says "no." He says he finds his new work with the young students stimulating and rewarding. Try as he might though, he still cannot quite get the love of coaching out of his system. He spends afternoons and weekends coaching little leaguers at the Goldsboro Boys Club.

High School Satirists Prove Their Creative Ability



Mary Nell Parker '59 (L) with student

The first thing a high school senior notices about **Mary Nell Parker** '59 is that she's attractive. The second thing he knows about her is that she's no ordinary English teacher.

Miss Parker, a native of Mt. Airy, has been teaching English at Grimsley Senior High School in Greensboro ten years. Her classes, however, are conducted in order to allow the students a chance to explore their own creativity and originality.

"One of the most successful things ever tried in any of my classes was a satirical play the students put on recently," said Mary Nell. "Ten students spent several days writing the script before they put it on for the entire class. They didn't realize, though, that they were writing a satire. In the beginning they had attempted to be serious, but by the time they'd finished, they had produced an amusing satire."

The play her students had written, explained Mary Nell, satirized "airline hijackers, police brutality, hippies, the older generation, the younger generation, just about everybody you can think of." She was so proud of her class that she said, "It really restored my faith in their creative ability."

Has she seen any change in the high school population of today and a decade age? "No, I can't see much difference in my own students," stated Miss Parker. Explaining that her students, numbering about 120 a year, are among the ranks of the college bound population, she said, "they basically are the same."

These high school students nurtured on television and comic books still have the same tastes in literature, she pointed out. "They are very interested and aware of the classics; they steer away from modern novels," she said. She listed Dickens, Scott, Hardy, and the Bronte sisters as among their prefered reading fare.

In her spare time from grading papers and preparing lessons, Mary Nell finds time to advise student organizations and work in the dean's office. She also has served on the Guilford College Alumni Association Board of Directors and is a former Alumni Day Chairman.

Novelist "Retires" to Write



A taste for the literary world gained from work on *The Guilfordian* has brought **Robert K. Marshall** '25, international acclaim as a novelist.

Mr. Marshall, who retired in June after teaching at Ohio Wesleyan University thirty years, is the author of the praise-worthy novels *Little Squire Jim* and *Julia Gwynn*.

"I was both editor of *The Guilfordian* and managing editor at the same time. That was back in the days when one person could handle both jobs," he recalled, indicating it as the start of his literary efforts.

In addition to acting in several college plays and serving as student government president, Marshall was a scholar. He was awarded a scholarship to Haverford College, where he earned his M.A. degree in 1926. He subsequently did graduate work at the University of North Carolina, Harvard, Northwestern, and Iowa State.

"After ten years of teaching in public and private schools, I went back to Guilford to teach in 1937," stated Marshall. As Assistant Professor of Speech and Dramatics, Marshall said, "I directed plays, and I taught journalism, humanities, drama, and speech." Two years later he accepted a position at Ohio Wesleyan as Assistant Professor of English.

The central Ohio town of Deleware, home of Ohio Wesleyan, turned out to be where Marshall settled down to stay. Though largely devoting his time to teaching and scholarly research, he managed to find time to write a couple of succesful novels. His award-winning novel *Little Squire Jim*, published in 1949, received critical praise nationwide, and even appeared on several best-seller lists. It was later publisher in England. A second book, *Julia Gwynn*, appeared in 1952.

In the field of scholarship, Mr. Marshall has done research at the British Museum and Cambridge University on the problems of Milton's early poetry. A portion of his research, entitled "New Sources to Explain the Metrics of Milton's *Lycidas*," was discussed at a meeting of the Modern Language Association in New York City in 1964.

Outside his academic work, Mr. Marshall has actively promoted student and dignitary exchanges between England and America through the English Speaking Union. Mr. Marshall said, "While I was a member of the Union's national board, I had the honor of being presented to Queen Elizabeth, Prince Philip, Princess Margaret, Lord Snowdon, and members of Parliament on several of my visits to England."

Upon his retirement from Ohio Wesleyan after thirty years' continuous service, Professor Marshall was awarded several citations for distinguished teaching, including the Adam Poe award. His retirement, though, does not necessarily mean he's heading for the "rocking-chair."

Marshall said, "I've got three books to write this summer and fall — one fiction and two scholarly works." Hinting that he's hardly retiring, he added, "You know, books don't roll off that easily."

Aggie Isn't Just Another Dog



Aggie, a seven-year-old German sheperd, is not just another neighborhood dog. To **Linda Anne Helm** '66, Aggie is a "guiding-eye dog" who has changed her life.

Linda, blind since birth, got her guide dog 3½ years ago while she was still a student at Guilford. She spent a month in Peakskill, N. Y., training with Aggie who already had undergone four months of training.

"At first I was a little dubious about having a dog guide me, but I got over that in about a week," she said. "Toward the end of the training period we were riding the New York subways during rush hour."

Before she had Aggie, fellow students escorted her from class to class. "But after I got the dog, I wasn't so dependent on other people," she said. "I no longer had to ask them to take me places. I could ask them to go with me."

After earning her bachelor's degree in elementary education in 1966, Miss Helm did graduate work in special education for the blind at Peabody College in Nashville, Tenn. She did her student teaching at a school for the blind and also taught blind senior citizens in Nashville.

Miss Helm was a resource teacher for partially sighted children in Grayslake, Ill., before joining the nearby Wheeling school district. This fall she will be a "mobility and learning problem technician" working for the Northwest Suburban School District near Chicago.

In her new position she will train parents and resource teachers, as well as work with blind children. She also will find time to teach math and typing to the blind by the Japanese-developed abacus method.

Changing schools presents little problem for Linda. She indicates her guide dog Aggie knows the way around a new building by the second day of school. "The children ask a lot of questions about her, but I explain to them that she's a working dog and shouldn't be petted while she's in harness."

"A lot of people want to know how the dog knows where he's going," Miss Helm said. "They ask if the dog reads the blind person's mind." She explained that the blind person has to know where he's going and be able to give the dog simple commands such as "left," "right," and "forward."

She also said that dogs are color blind and cannot distinguish between red and green lights. The blind person has to tell when it's safe to go by listening to the traffic," stated Miss Helm.

Miss Helm said that restaurants are the only places where Aggie sometimes is not allowed. But it's not usually the best restaurants," she added.

IN MEMORIAM

Elvin Lee Hall '53 of Route 9, Greensboro, died May 10. He was a former employee of the Guilford County Sheriff's Department. Surviving are his wife, Dorothy Pitts Hall; a daughter, Susan; a son, Dwight; three brothers; and his parents, Mr. and Mrs. Ben H. Hall of Greensboro.

Merle Shelton Payseur '57 died of cancer May 13, 1969, in a Charlotte hospital. Merle and her husband Jerry '56 had moved to Charlotte about two years ago and lived at 3136 Clarendon Dr. with their two children, Cindy, 10 and David, 7.

After graduating from Guilford in 1957, Merle and Jerry moved to Danville, Va. where they both taught school. From there they went back to their hometown, Lincolnton, where she taught math and Jerry became principal of the local elementary school.

Maud L. Gainey, who served Guilford in several capacities for forty-four years, died in February in Hope Mills. Miss Gainey had the distinction of being the only staff member to serve under the first four presidents of Guilford College, first as a secretary to the president and then a treasurer of the college. After her retirement in 1945, Miss Gainey continued her interest in Guilford. She is survived by her sister Mrs. Jessie G. McNeill of Hope Mills.

Harry Eugene Hendricks, 76, who formerly taught part time at Guilford, died May 3, 1969. He was the retired head of the Commercial Department at High Point Central High School, and since September, 1968, he had been teaching at Davidson County Community College. Survivors are his widow, Mrs. Zetta Hendricks; a daughter, Miss Virginia O. Hendricks of the home; and a sister, Mrs. Homer J. Kline of Desmoines, Wash.

Philip J. Weaver, a member of the Guilford College Board of Visitors, died March 15 at the age of 55. He had been Superintendent of the Greensboro City Schools since 1958. He received his A. B. degree from Duke University in 1934 and his M.A. degree from the University of North Carolina three years later. At the time of his death he was an active community member with interests in the American Red Cross, the board of education of the Western N.C. Conference of the Methodist Church, Boy Scouts of America, the Greensboro Chamber of Commerce, and many other civic organizations. He is survived by his widow, Elizabeth Winston Cobb and two children, Philip Jr., and Lyn.

Christopher Columbus Fordham Jr., who served on the Guilford College Board of Visitors, died May 2, 1969 of a heart attack. He was the owner and operator of Fordham's Drug Store on S. Elm St., Greensboro. Fordham, 65, was a Greensboro native and a graduate of the University of North Carolina at Chapel Hill, where he was a member of the school's championship football team in 1922. He was president of the Greensboro Chamber of Commerce in 1953-54. He had served as chairman of the Guilford County Board of Health and the N. C. Veteran's Commission. He was a member of the Greensboro Library Board, served on the Salvation Army Board, and was a member of the Board of Stewards at West Market Street Methodist Church. Surviving are his widow, Mrs. Frances Clendenin Fordham; a son, Dr. Christopher C. Fordham III of Chapel Hill; two brothers; and six grandchildren.

ED NOTE: So, what's new with You? Your interests, your achievements, your creative accomplishments are what your classmates and other alumni want to read about. For instance, this issue spotlights Guilford alumni involved in the field of education. Be sure to read their vignettes in Class Notes from Robert K. Marshall '25, to Linda Anne Helms '66.

Nothing about you in this issue? It could be that you forgot to send us that class note you've been meaning to write. Why not sit down today and jot out a note about yourself? Mail it to: Editor, Guilford Alumni Journal, Guilford College, Greensboro, N C. 27410. It's the best way we and fellow alumni have of keeping up with you!

Name ..... Class .....

Address ..... Zip .....

Spouse's Name .....class, if alumnus .....

Spouse's Occupation ..... Occupation .....

Name of Company or Organization .....

Children's Names and Ages: .....

.....

Here's my Class Note: .....

.....

.....

College Beckons

(Continued from page 5)

"this is one of the finest degree programs in law enforcement you'll find anywhere in the country."

a school-year, covering all essential costs. Applicants may either be employed by a law enforcement agency, or they may be persons who express interest in making a profession of police work.

The interest rate on the 10-year loans is 3 per cent, and they will be canceled at the rate of 25 per cent a year if the borrower enters law enforcement work after graduation.

Here again, said Morrah, need will be a determining factor in making loans. The college's standard procedures in financial assistance will be followed in dealing with applicants.

The government program does not include grants or loans to cover living expenses of an officer's family in the event he wants to obtain a leave of absence and attend full time. As a practical matter, most officer-students with family responsibilities are expected to continue working to preserve income and attend classes on a part-time basis.

Will the college accept law enforcement students fresh out of high school? College administrators said they would, but not without a thorough screening. For this purpose, a screening board composed of college and police department personnel will be established. The idea, of course, would be to eliminate young men who are physically or temperamentally unsuited for such a demanding profession.

A related question arises. How can Guilford College as a fully-accredited institution maintain its academic standards by accepting degree candidates who may be considerably less than prepared to pass college board entrance examinations?

Some of the applicants will have been out of high school for several years; some may be high school dropouts; others who have attended higher institutions may have been away from books and classrooms for so long as to present a real problem in reorientation.

How can they be dignified as students of a prestigious four-year college?

Here again, the Downtown Division of Guilford has an answer in a program by which mature students with a high school diploma, or those who can demonstrate an equivalent level of knowledge, are accepted as "special" students without having to take entrance examinations.

Such a student is admitted to classrooms on recommendation from his employer or some other responsible person. After he completes five courses (15 hours) with at least a "C" average, he may apply and be accepted as a regular student. No one knows about it except the college administration and the student himself.

The program has been in effect for about 18 months, and according to Morrah, has demonstrated its worth very well. In fact, said Morrah, special students, by reason of their higher motivation, do better work than regular students.

Dr. Fred Courtney, director of the Downtown Division and one of the leading forces in forming the law enforcement curriculum, noted that areas of specialization in behavioral sciences are really not new courses in the college, but rather are redesigned for the unique needs.

All of the course work, he continued, has a problem-oriented approach, even in the basic core courses of the general college. Emphasis on law enforcement will be offered in four new courses. These cover an introduction to, and problems in, the subject, each with three hours of credit, plus six hours of criminal law.

Aside from this emphasis, however, all courses officer-students will be attending are standard in the college's curriculum, and in any given class law enforcement majors will not be distinguished from other students.

Both the associate and B.S. degrees can be earned at the Downtown Division. That is, a law enforcement major will not have to attend any classes on the main Guilford College campus.

Dr. Courtney commented of the Downtown Division: "We exist only to serve a community need, and this program will fulfill such a need. We are extremely enthusiastic about it."

In his view, should all policemen be college-trained, even patrolmen working routine beats?

Well, yes . . . "but there you're talking about Utopia."

Alumni Day, May 31



Tommy and Freddie Hollowell, sons of Alfred '49 and Rachel Hollowell of Guilford College.



"Pete" Moore, professor of religion, discussed events at the college with fellow classmates of 1939, James McDonald and Dr. Stokes Zimmerman.



Loyalty fund chairman Bob Newton '58 reported at the luncheon that $64,256 had been raised through the 1968-69 fund drive. He congratulated the 500 people attending alumni day for their participation in passing the $60,000 goal.



The Guilford College choir performed for alumni.



Twenty-fifth reunion of the class of 1944.
First row: Greda Lenore Blau, Tobi Ungar Neidar, Anne Schneider Shope.
Second row: Ed Ota, Mimi Brout Davis, Shirley Ware Brumbhardt, Shirley Marshall Tate, Ruth Bab, Elizabeth Bailey Scott.
Third Row: Anne Edwards, David O. Stanfield, Betty Marshall Morris, Pat Lockwood Eichman, Ray Tannenbaum.



Ethel Watkins Crutchfield '25 and Sallie Wilkins Blanchard '28.



Trustees Horace Haworth and Joseph Cox '28.



Mr. and Mrs. George C. Parker of Murfreesboro were joint recipients of the 16th Distinguished Alumni Award.

Sports in Review

Records chalked up by Quaker teams this past sports year would have stood among the school's best only a decade ago. But after the outstanding accomplishments of recent seasons, this year has to be viewed as one of rebuilding in most sports. Talented underclassmen dominated all sports, and the future is perhaps the school's brightest ever.

Only one team emerged as a champion—Mel Keiser's soccer squad. The Quaker booters, led by co-captains Joe Spruill and John Trimpi along with Tim Wheeler, Randy Evans, and Norm Tuttle, copped the NAIA District 26 championship. But even here, the nucleus returns next season, and a repeat performance is possible.

Coach Bob Lord's first Guilford football squad produced only a 2-8 mark last fall with wins over Washington and Lee and Catawba. Rising sophomore standouts such as Charlie Christian, Fred Eubank, Ed Allen, Greg Simpson, Jeff Clark, and John Dent will combine with veterans Ray Tavalaro, Danny Wheeling, Larry Funkhouser, Colon Carter, Johnny Roscoe, Mike Stewart, Dennis Carroll and others to assure Guilford a highly-competitive squad to face an unusually difficult season. Tough teams on the schedule include Davidson, Appalachian, Emory and Henry, and Lenoir-Rhyne.

The Guilford wrestlers, 1-6 last season, also face a rugged winter schedule including bouts with Carolina and N. C. State. Among the returning grapplers are Carl Leisinger, Lee Waldrop, David Pace, Dave Williams, and Tom Clayton.

Coach Jerry Steele and Quaker basketball fans eagerly await the next campaign as this season's squad returns in tact after posting a 13-11 record last season. Heading the team are All-Conference center David Smith, Jerry Crocker, Bert Feik, Tom Ennis, and Ed Dyer. Three regular season tournaments await the Guilford cagers: the Burlington classic at Elon College, the East Coast classic, and the Greensboro Jaycee Tournament.

Senior Chris Pottle of Southern Pines was medalist in the majority of the matches for Coach Wilbur Johnson's Quaker golfers. The team produced a 6-7-1 overall mark and a fourth place finish in the Carolina Conference title meet.

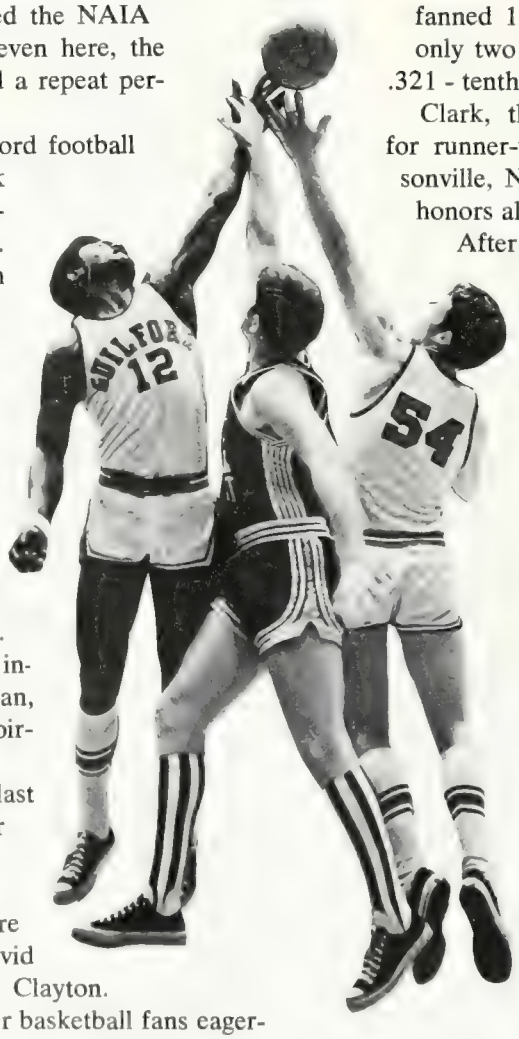
Although Coach Stuart Maynard's baseball nine suffered a 7-14 season, Edgar Parker and Jeff Clark enjoyed a banner year. Parker, a senior southpaw, compiled only a 4-6 record but fanned 108 men in 95 innings while allowing only two earned runs per contest. He also hit .321 - tenth best in the league.

Clark, though only a freshman, batted .420 for runner-up honors in the league. The Jacksonville, N. C., infielder gained All-Conference honors along with Parker.

After suffering five defeats, coach Jack Jensen's track team whipped UNC-Charlotte and Atlantic Christian for a 2-5 overall mark. Sophomore distance ace Bob Milan swept through the seven meet season unbeaten in the mile and three mile events. He copped the effort with a second place finish in the NAIA District 26 three mile race. Other outstanding performers—all freshmen—were John Dent, Joel Deaton, Ray Mitchell, Mike Swain, and Ken Bailey.

Tennis produced only a 2-8 season mark but the Quaker netters of John Lambeth faced such powers as Appalachian, Pfeiffer, and Presbyterian. Both wins were over arch-rival Elon. Bill Kemp, John Atkinson, Joe Flythe, David Wren, Steve Kraft, Dave McSpadden, and Terry Snyder led the scoring for Guilford.

The overall records may not be too impressive, but the accent has been on youth. Very few names will disappear from the rosters in coming seasons. Beginning with the football opener against the Davidson Wildcats September 20, 1969-70 should be an exciting sports year for the Guilford Quakers.



1969 Football Schedule

Sept. 20	Davidson College	Greensboro Stadium
Sept. 27	Elon College	Away
Oct. 4	Gardner-Webb College	Home
Oct. 11	Open	
Oct. 18	Lenoir-Rhyne College	Greensboro Stadium
Oct. 25	Presbyterian College	Away
Nov. 1	Newberry College	Home
Nov. 8	Emory-Henry College	Home
Nov. 15	Catawba College	Away
Nov. 22	Appalachian Univ.	Away

The following proposed amendments to the Constitution of the Guilford College Alumni Association are hereby published in accordance with constitutional requirements.

A two-thirds vote of the entire Board of Directors is required to ratify the amendments. Interested members of the Alumni Association may express their views before the Board of Directors at their meeting scheduled for Sunday, August 31, 1969, at 2:00 p.m. in the board room of New Garden Hall. Written opinions may be addressed to the Director of Alumni Affairs, Guilford College, Greensboro, N. C., 27410.

CONSTITUTION AMENDMENTS

ARTICLE IV

(d) (2) The President of the Guilford College Senior Class, the Chairman of the Non-Alumni Parents Annual Giving Campaign, the Chairman of the Faculty-Staff Annual Giving Program, and the presidents of the Guilford College Alumni Association Chapters shall be ex-officio, honorary, non-voting members of the Alumni Association Board of Directors.

ARTICLE V

(f) The Director of Alumni Affairs shall be that person employed by Guilford College, and shall be employed for that purpose upon the recommendation and approval of the Board of Directors. He shall:

(1) serve as Secretary to the Alumni Association Board of Directors
(2) inform and advise the Board of Directors of all activities of the Alumni Association and related activities of Guilford College
(3) handle and budget for all expenditures of the Alumni Association and the Department of Alumni Affairs
  (a) those items contained in the annual budget of the Alumni Association
  (b) those items contained in the annual budget of the Department of Alumni Affairs
(4) serve as Director of the Department of Alumni Affairs as established within the administrative framework of Guilford College, and shall be paid a salary for his services as set in the budget of Guilford College by the Trustees.

ARTICLE X

(a) The expenses of operation incurred by the Association shall be paid through the annual budget of Guilford College as an expense of Guilford College and the procedures with respect thereto as set forth in the administrative manual of the Trustees of Guilford College shall be observed.

(b In addition to the normal expenses of operation for which provision is made in section (a) above, the Association shall continue to maintain as a separate fund the Guilford College Alumni Association Fund, formerly known as the "Guilford College Alumni Loan Fund", for the following purposes and in the following manner:

(1) The $6,000.00 on hand at the effective date of the adoption of this provision shall be considered principal of the fund and shall not be spent for any purpose.
(2) The income shall be spent as directed by the Board of Directors for purposes found by them to further the best interests of Guilford College and the Association and for which no provision is made in the regular operating budget of the Association.
(3) The Board of Directors may from time to time cause additional sums from income to be added to the principal of the fund which is not subject to expenditures.
(4) The fund shall be held by the treasurer of the Alumni Association or trustees to be appointed by the Board of Directors for such term or terms as the Directors may specify.

GUILFORD
Alumni Journal

GUILFORD COLLEGE
GREENSBORO, N. C. 27410
Address Correction Requested



1969 Alumni Day—Page 26

GUILFORD

College Bulletin, Alumni Issue • Fall 1969



Fall, 1969

GUILFORD

College Bulletin, Alumni Issue

Editor: George Roycroft
Editorial Assistant: Dave Owens

A Question of Survival • George Roycroft.... 1
The Tri-College Consortium

Eastern Music Festival • Dave Owens..... 3
Music Soothes the Savage Breast

1969-70 Arts Series 6
Something for Everybody

Campus Notes 7

Peace Corps in India • Richardson McKelvie..21
Word Pictures and Thoughts of a Guilford Alumni

Profiles of New Faculty..... 22

Class Notes..... 24

Sports • Ted Malick..... 28
Guilford's Football Fortunes Shall Rise Again

Books 29
by Guilford Faculty

COVER: Three small colleges, two predominantly white and one Negro, reach out to one another for help. Their joint effort through the newly formed Greensboro Tri-College Consortium promises to make each institution stronger and more viable.

The Guilford College Bulletin, of which this publication is Volume LXII, No. 3, is published nine times a year by Guilford College, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27420.

The Editor Notes

What's in a name?

Pretty much . . . if you are asking an editor who babies his magazine along as if it were his own namesake.

But, names are for emphasis. And we are changing ours! From now on, just call us the *Guilford* magazine.

Since 1937 the *Alumni Journal*, as we have been known heretofore, has printed approximately one and one-half million words about alumni and Guilford College. During the last decade, however, alumni interests have extended beyond the college to outer-space, the inner-city, the courtroom, and the scientific laboratory. With even the field of education becoming one of the major issues of the day, old nostalgic pictures of campus life hardly seem appropriate any longer.

We, therefore, hope that this issue of the *Guilford* magazine and succeeding issues will help keep you informed on important topics and Guilford College's role in bringing young minds to a better understanding of our world.

Since we believe education does not halt with graduation, we plan to bring you the latest thinking of Guilford scholars. In forthcoming issues you will even be able to follow the same topics discussed in the new freshman program, "Man in the Twentieth Century."

This new approach does not mean we are abandoning the class notes section or news about alumni. Oh, no! We will continue to feature current items of interest about alumni as always. We also want to open the magazine to alumni opinions through a "letters to the editor" forum. Since the magazine is the only contact the college has with most alumni, it is logical that alumni should be allowed to express their own interests and concerns to the college through the magazine. If you have ideas you wish to share with the editor, a thought you want to convey to the college, or your own opinion on a particular issue, address your comments to the editor of the *Guilford* magazine.

As for this issue, we hope you will find the articles about the Greensboro Tri-College Consortium and the Eastern Music Festival interesting and enjoyable. You will notice the center of the magazine contains the final 1968-69 Loyalty Fund Report and a list of donors. The college is grateful to each of its loyal contributors. This issue also highlights four new faculty members, Dr. George Gansz, Dr. Madelyn Kafoglis, Andy Gottschall, and Sandra Forum. You will get to know other faculty, new and old, in later issues.

Yes, we bear a new name—now the *Guilford* magazine—but we still maintain our old basic purpose: keeping people informed.

George Roycroft

A Question of Survival

by George Roycroft

The answer for three small colleges may be a consortium.



Some say private colleges and universities across the nation are doomed. The costs of running first-rate schools are rising rapidly. Guilford's operating budget, for instance, has increased 77 per cent during the past five years alone.

But Guilford is not alone. Two nearby neighbors, Bennett and Greensboro Colleges, are likewise caught in the budget squeeze. All three face stiff competition from bigger, public-supported state institutions that mill-out college degrees at less than half the cost to the student.

Maybe the cue was the old "safety in numbers" idea, but nevertheless, Guilford, Greensboro, and Bennett Colleges have recently entered into a cooperative venture known as the Greensboro Tri-College Consortium. The formation of such a mutually beneficial partnership between the three member colleges arose as a natural response to an obvious need.

The three schools, located within a few miles of one another, are each within the boundaries of the city of Greensboro. They are of comparable size: Bennett College, 684 students; Greensboro College, 690; Guilford College Main Campus, 1059; Guilford College Downtown Campus, 344 (full-time students). All are well established with a history going back before the beginning of the present century. All three are liberal arts, church-related colleges. Greensboro and Guilford Colleges are co-educational; Bennett operates a woman's college, primarily for Negroes. These similarities, plus the fact that each of the three colleges has had a new president since 1964, has helped open the way for the new cooperative program.

Although the three new presidents talked about their schools' helping one another, they realized not much could be done without a thorough study. A federal government grant of $10,000 in 1967 made it possible to explore the opportunities for closer cooperation. They next appointed Dr. Frederic R. Crownfield, Craven Professor of Religion at Guilford, to direct the study. Federal funds the following year were less, and the Danforth Foundation and Methodist Board of Higher Education donated money to pay the director's salary. The study and an ambitious consortium were then fully underway.

Dr. Crownfield, a spry gentleman with a great willingness to talk about his pet project, says, "This consortium is our response to the problem facing all small private liberal arts colleges—rising costs. We hope that by our helping one another we can reduce expenses while offering richer programs."

He explains operation costs can be cut at the three institutions by eliminating needless duplication of small classes, by combining library resources, and by holding joint summer sessions. As for the enrichment, it will come about, he says, as the unnecessary duplications are eliminated. Faculty will be freed to teach courses that otherwise could not be offered, for example.

"The basic purpose of this consortium," continues Crownfield, adjusting his glasses, and sliding to the edge of his seat, "is to make each of these colleges a better college as it sees itself . . . We must be what we want to be and be it better than we'd be if we had to be it alone."

Although new and still a fledgling program, the Greensboro Tri-College Consortium has already claimed some significant successes in its brief two years. This past year student interchanges were begun on a broad scale. Some 113 students

enrolled in courses on a campus other than their own. Guilford students had new access to courses in Negro history, art, education, and special education offered at the other two colleges. Likewise, students from Bennett and Greensboro took courses in computer mathematics, physics, chemistry, Greek, and Italian at Guilford. The students were able to enroll in courses at all three campuses without any special registration or payment of extra fees.

Faculties, too, are being shared. Dr. Crownfield reports the consortium can make a valuable contribution to its member colleges, especially Greensboro and Guilford, in the area of African and Afro-American studies.

"There is a strong demand for courses in Negro history and culture among both black and white students," states Crownfield. "It's not easy though to provide such courses, especially when the students insist, understandably, that black instructors teach the courses. What students often fail to realize is that there is a shortage of competent faculty for such courses, and the good ones can command salaries much higher than a small liberal arts college can pay any of its teachers."

Crownfield goes on to point out that predominantly Negro consortium member Bennett College is developing a Black Studies program. He also says a Bennett faculty member will offer a course in Afro-American history at Guilford next year.

A pooling of the library resources among consortium members also promises to save dollars and make for better libraries. Under the supervision of Herbert Poole, Director of Libraries at Guilford College, the consortium colleges are investigating the establishment of a single technical processing center and a system of shared acquisition of books. The holdings of the three libraries are also being checked against a list of Books for College Libraries; missing titles in the collections are to be acquired. Agreements for interlibrary loan privileges have also been signed, making available the resources of the three libraries to all students, faculty, and staff of the member colleges.

The most visible example of cooperation among the consortium colleges to date has been the joint summer school held at Greensboro College and the adjacent Downtown Campus of Guilford College. Approximately 700 students were enrolled in the 94 courses being offered during the two five-week sessions this year. According to Crownfield, the response has been great. "At the end of the first session," says Crownfield, "we polled students and faculty opinions as to whether we should hold joint summer sessions again next year. The response was over 80% in favor. The students and faculty indicated they liked the contact with the people from the other colleges and the greater variety of courses being offered."

Due to the apparent popularity and financial success of the joint summer school, it is a pretty safe guess that once the administrators evaluate the program this fall, they will decide to continue cooperating on an even broader scale.

Despite its glowing accomplishments in a relatively short period of time, much remains to be done if the three schools are to fully achieve greater economy and enrich their respective programs. "One big problem hampering student exchanges," points out Dr. Crownfield, "is the lack of adequate public transportation between the three campuses." The colleges themselves plan to provide limited shuttle bus service between the campuses this fall, enabling students to get to classes on all three college campuses.

"Obviously, if students are to take courses freely on other campuses," adds Crownfield, "we must also correlate our calendars and schedules." Steps toward accomplishing both are being taken. A common catalogue of courses also is being considered.

A continuing problem facing the tri-college consortium is financing. The funds from the Danforth Foundation and the government are not expected to continue indefinitely. Ways currently are being sought to continue the consortium operating beyond June, 1970, when the current grants expire.

Perhaps it's a moot question, but if there were no consortium, could Guilford, or for that matter Bennett and Greensboro Colleges, continue to survive?

"I don't have the gift of prophecy," claims Crownfield, "but let me say that in these times, when it's not uncommon for private colleges to shut down forever, these three colleges—if they failed to help one another—would certainly face difficult days. All three might struggle along for some time, yes, but they would have to operate at levels considerably lower than those at present."

The answer, then, is a qualified "yes." Guilford College *could* survive. But, through the efforts of the Greensboro Tri-College Consortium, Guilford and its two sister institutions are much more likely to do more than merely survive. They will likely flourish.

Music Soothes the Savage Breast

And Turns Guilford's Summertime Campus Into A Festival

by Dave Owens

If you haven't paid a summer visit to the Guilford campus within recent years, you'll be surprised at what you'll find. Surprised, and pleased.

Music—some exciting, some caressing—pours from Dana Auditorium, from the cafeteria, from dormitories, from any building where bright-eyed young people can gather to set up their music stands and rehearse with their instructors, from "free time" groups making music as they lounge on carpets of lush green grass beneath ancient trees whose only summertime serenade once was the drone of hot weather bees and occasional bird calls.

The difference between the once sleepy atmosphere and the creative "Now" is the Eastern Music Festival which on July 31 completed its eighth annual six-week session on the Guilford campus.

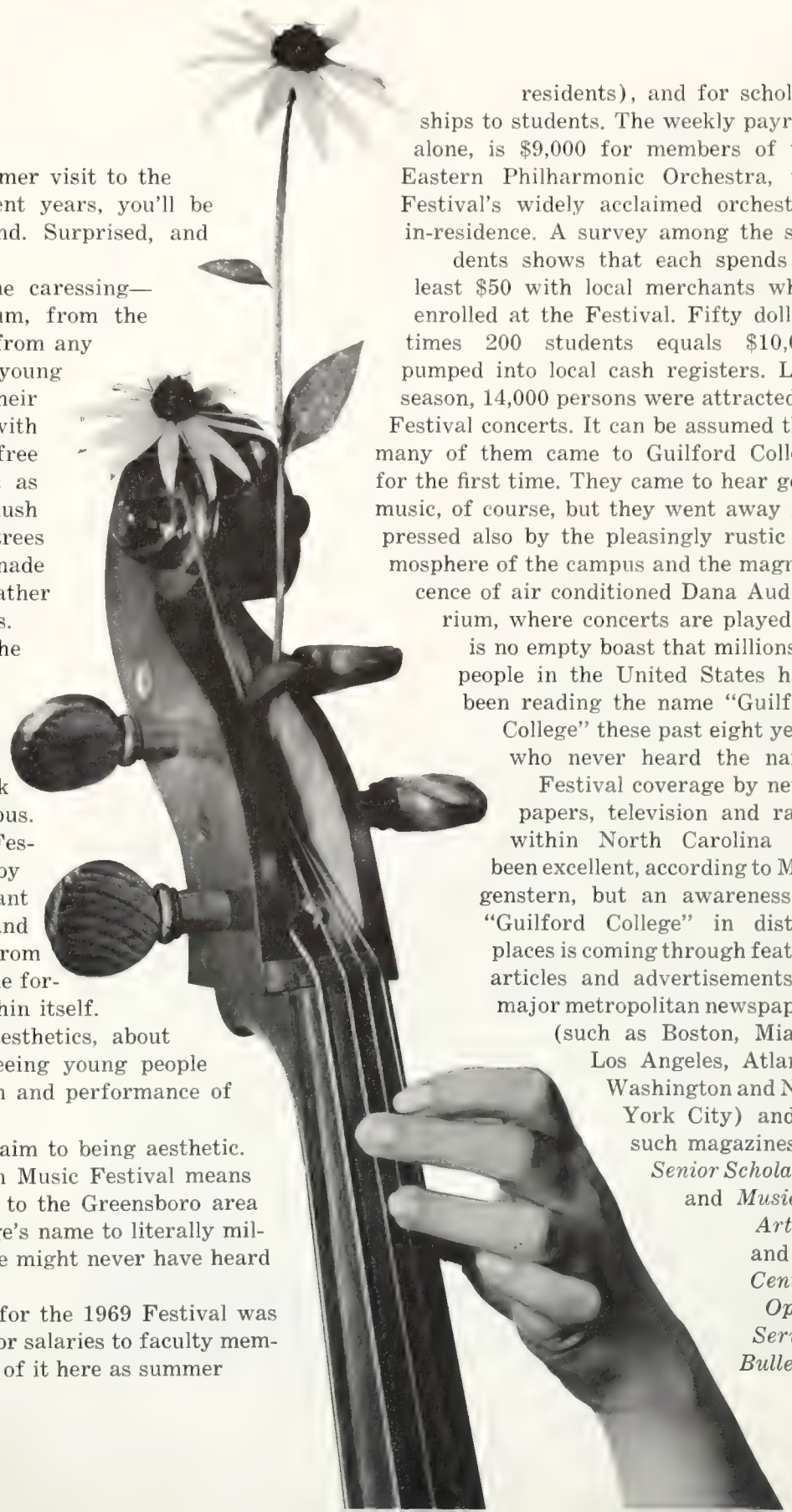
What the Eastern Music Festival, organized and headed by Sheldon Morgenstern, has meant to the eager young junior and high school music students from most of the 50 states and some foreign countries is a story within itself.

That story is all about aesthetics, about the pleasures involved in seeing young people guided to better appreciation and performance of music masterpieces.

The other story lays no claim to being aesthetic. It is about what the Eastern Music Festival means in terms of bringing money to the Greensboro area and bringing Guilford College's name to literally millions of people who otherwise might never have heard of the Quaker institution.

Consider that the budget for the 1969 Festival was $170,000. Most of that goes for salaries to faculty members (who spend a good deal of it here as summer residents), and for scholarships to students. The weekly payroll, alone, is $9,000 for members of the Eastern Philharmonic Orchestra, the Festival's widely acclaimed orchestra-in-residence. A survey among the students shows that each spends at least $50 with local merchants while enrolled at the Festival. Fifty dollars times 200 students equals $10,000 pumped into local cash registers. Last season, 14,000 persons were attracted to Festival concerts. It can be assumed that many of them came to Guilford College for the first time. They came to hear good music, of course, but they went away impressed also by the pleasingly rustic atmosphere of the campus and the magnificence of air conditioned Dana Auditorium, where concerts are played. It is no empty boast that millions of people in the United States have been reading the name "Guilford College" these past eight years who never heard the name.

Festival coverage by newspapers, television and radio within North Carolina has been excellent, according to Morgenstern, but an awareness of "Guilford College" in distant places is coming through feature articles and advertisements in major metropolitan newspapers (such as Boston, Miami, Los Angeles, Atlanta, Washington and New York City) and in such magazines as *Senior Scholastic* and *Music & Artists* and the *Central Opera Service Bulletin.*



Music & Artists magazine ran a paid ad in its April-May 1969 issue and in the "Complete Guide to American Music Festivals" published a photograph of Dana Auditorium along with a detailed listing of the Eastern Music Festival concert dates, all soloists, and their program selections.

Next spring, the name of Guilford College is going with Morgenstern to Canada and behind the Iron Curtain. He has been invited to guest conduct major orchestras in Canada and in Yugoslavia, Czechoslovakia and Rumania. He will conduct seven concerts in those three countries.

As in previous trips to guest conduct in Europe and Canada, Morgenstern expects "very interested news men" who extend him the star treatment as befits the visiting American whose fame is spreading, whom the *Charlotte Observer* called "truly one of our fine young American conductors."

To the obvious questions he will answer that he is conductor of the Eastern Music Festival Philharmonic Orchestra at Guilford College, Greensboro, North Carolina, and Conductor of the Greensboro Symphony Orchestra.

Publicity no doubt preceding his arrival at such cities as Belgrade and Bucharest will have told that he conducted the Guilford College Orchestra from 1962 to 1964, has been featured in a cover story in *World Week Magazine*, and was selected to appear in the Who's Who publication "Outstanding Young Men in America," the National Federation of Music Club's "Who's Who in Music," and the Musician's International "Who's Who in Music."

Of course no one expects Morgenstern's press coverage to cause a flow of students or Loyalty Fund dollars to start swamping Guilford College from behind the Iron Curtain, but who can tell what dreams might be kindled in some young minds, dreams of coming to free America and to that place Conductor Morgenstern spoke of in that interview—Guilford College, North Carolina. Such dreams, coming true, are not absolutely impossible.

Nearer home, and more definite than a foreigner's dream, are plans by the University of North Carolina's educational television network to broadcast four programs which were videotaped during Festival concerts. First of the programs will be broadcast in the fall on WUNC-TV, Channel 4.

It is no wonder that Channel 4 is anxious to present the concerts, for the Eastern Philharmonic Orchestra which Morgenstern conducts is rated alongside the major orchestras of the nation.

That opinion is shared by many, among them the internationally known New York violinist Charles Castleman, a member of the Festival teaching staff and soloist for the past two seasons.

"This orchestra ranks right with those of Detroit, St. Louis, Baltimore and Minneapolis," he said. Having been soloist with each of them, he should know.

There are 75 professionals in the Festival's Philharmonic from such major symphony orchestras as the American, Atlanta, Baltimore, Pittsburgh, Kansas City, Houston, San Antonio, Denver, Cincinnati, and Cleveland. They play with those orchestras in the winter and are free to come to the Eastern Music Festival in the summer to perform as well as teach Festival students.

Castleman is typical of the artists-in-residence at the Festival. He has concertized throughout much of the world, and his press clippings are as enchanting as is his music.

A Berlin music critic recently wrote that "Castleman hypnotized and enchanted his audience, and they responded with enormous enthusiasm." A Munich critic said ". . . one can only hope this great violinist will return to Munich as soon as possible."

Winner of honors in the two leading international violin contests, the Queen Elizabeth in Belgium and the Tchaikovsky Competition in Moscow, Castleman has appeared as soloist with such musical aggregations as the New York Philharmonic, Philadelphia Orchestra, and Boston and Chicago Symphonies.

Another acclaimed artist-in-residence is Warren Rich, chairman of the Festival's piano department. Rich won honors in piano competitions in Italy and Germany, has concertized extensively and appeared on radio and television through Western Europe, and has made two successful tours of South America.

Critics have praised him lavishly. Copenhagen, Denmark: ". . . playing of monumental stature." *New York Herald Tribune:* ". . . a poetic sound . . . extremely expressive lines." Vienna, Austria: "The musical conception of this artist is remarkable." Lisbon, Portugal: "Warren Rich is truly an artist." Essen, Germany: ". . . a dreamer with a delicate touch . . . a poet unfolding magic . . . a giant with intense mastery."

Dave Owens, former entertainment editor of the Greensboro Daily News, *has recently joined the college publications staff as an editorial assistant.*

Violinist Charles Castleman



Guest artists joining in-residence artists during the past season included Rumanian conductor Mircea Cristescu, violinists Mari Tsumura and George Zazofsky, singers Sergio Amorim, Patricia Craig and Charles Lynam, and pianists Ivan Davis, Paul Schoenfield, Sam Sanders, Roman Rudnytsky and Lodowick Crofoot.

While Festival students hear such artists perform, Morgenstern realizes that "musical education is incomplete without the opportunity to perform, for performance means learning and a test of skill. At Eastern, students are given the opportunity to excel, by participating in one of the Festival's performing organizations."

They are the Guilford Philharmonic Orchestra, made up of the most advanced 67 students; the Guilford Symphony Orchestra, another 67-piece unit; and in various chamber music ensembles and recitals.

Robert Hause, conductor of the East Carolina University Symphony, conducts the advanced-students' Guilford Symphony at the Festival. Administrative director is Dr. Malvin N. Artley, associate professor of music at Elon College and president-elect of the National School Orchestra Association and current president of the N. C. Chapter of the American String Teachers Association.

Stanley Lewis, former conductor of the Guilford College Orchestra, is fulltime Associate Director and Conductor for the music festival. As soon as a summer session is completed, he goes traveling far and wide to recruit the most promising students and to hold auditions for the following season.

When not preparing for a Greensboro Symphony concert and appearing as guest conductor with orchestras, Morgenstern calls on Foundations, seeking continued support for the Festival committee's large program of scholarships. Many scholarships are made possible through an annual contribution from the Greensboro United Arts Council and by interested citizens who encouraged Morgenstern in the beginning and have since given him their support and assistance.

Some 70 students during the past summer lived in a world they probably had never imagined, surely had never known. They were poor but gifted young people from metropolitan poverty areas who held Festival scholarships under a grant from the Office of Economic Opportunity. One of them will be featured on a future Channel 4 telecast.

A large percentage of the OEO scholarship students are Blacks. "Their being at the Festival gives them the opportunity to see that people can work in the arts in a way that removes racial hatred built up in their communities," Morgenstern said.

This is but one example of why effects of the Eastern Music Festival are limitless.

The Festival has established itself as one of the major summer music festivals. Two men seem to have put their finger on why:
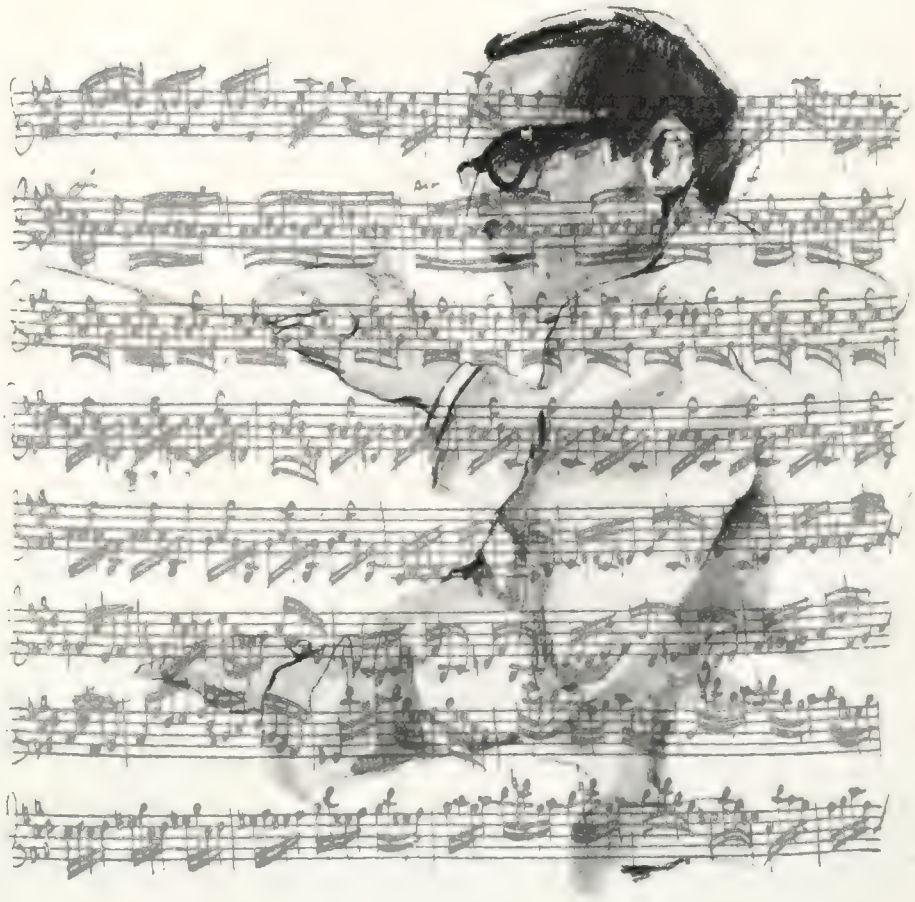
"Each fall, when students return after summer vacations, I have the opportunity of evaluating the progress made by those who attend the various summer music festivals. This fall, as always, I have been more than pleased by the remarkable advancement shown by the students who attend the Eastern Music Festival. Every summer you are successful in assembling an unusually competent group of dedicated conductors, performers, teachers and counselors."—James D. Barrett, Head of String Department of the Cleveland Music School Settlement and member of the Cleveland Orchestra.

"Finding meaningful ways to develop and nurture talent is difficult. Yet you seem to have found effective ways to do just that at Eastern. Rarely have I seen students respond with such enthusiasm and dedication, and the reason is obvious: the high quality of your entire program, and particularly the administration of it. The careful screening of your students, counselors, and faculty showed up in the real spirit of mutual respect as evidenced in rehearsals, the high professional level of your concerts, and in just the human give-and-take of camp life."—Roy Hemming, Executive Editor, *Senior Scholastic, World Week,* and *Junior Scholastic* magazines.

The Guilford campus is, in Morgenstern's opinion, "ideal" for the summer Festival, and his dealings with the college "couldn't be better."

Guilford College can be proud that such an outstanding event is held here. What better use for a college campus in summertime than for a festival?

And that's what the E.M.F. is. A Summer Festival!



Variety is the Keynote in

1969-1970 Arts Series

From the toe-tapping rhythms of the Preservation Hall Jazz Band to the scorching, critical notes of Ralph Nader, there's something for everyone.

Attractions in Guilford College's 1969-70 Arts Series will range from the Preservation Hall Jazz Band of New Orleans to controversial critic Ralph Nader to Spanish dancer José Greco to CBS News Correspondent David Schoenbrun to the author of the best-selling book *The Gospel According to Peanuts.*

Those are but five of the 15 concerts and lectures set for the new college year. In addition, arts exhibits and outstanding films will be presented, and other concerts will be added by the Arts Series and the College Union. These will be available to all Series ticket holders, as will stage productions by the Revelers, Guilford's drama society.

A limited number of season tickets are available to alumni and friends of the college. Cost per season ticket is $10. All lectures and performances will be held in Dana Auditorium at 8 p.m.

Dates and attractions are:

Sept. 16—Dr. Robert Short, author of *The Gospel According to Peanuts,* No. 1 non-fiction bestseller of 1965, and *The Parables of Peanuts,* among the top sellers in 1968-69.

Oct. 7—Marilyn Burris, soprano, selected in 1966 as "Singer of the Year" in the annual competition for young singers held by the National Association of Teachers of Singing in Washington, D. C.

Oct. 10—Jose Greco, praised by *Life* magazine as "the world's finest male Spanish dancer." He appeared in the motion pictures *Around the World in 80 Days* and *Ship of Fools.*

Oct. 15—David Schoenbrun, news correspondent who in the summer of 1967 made a tour of the world, interviewing leaders of 15 countries. He now is senior lecturer, Graduate School of International Affairs, Columbia University.



The Preservation Hall Jazz Band

Oct. 16—Preservation Hall Jazz Band of New Orleans, the "originals" who play the way they did at the turn of the century, not the candy-striped types in straw hats who play an imitative music called Dixieland. Kid Thomas Valentine is featured.

Oct. 30—Daniel A. Chapman Nyaho, distinguished African educator and former diplomat, Fellow of the Ghana Academy of Arts and Sciences and Chairman of the Arts Council of Ghana.

Nov. 11—English Consort of Viols, outstanding group of musicians who will conduct master classes and present a formal concert.

Nov. 13—Dr. John Rock, Clinical Professor of Gynecology (Emeritus) of Harvard Medical School, founder of the Rock Reproductive Clinic in Brookline, Mass., co-author of *Voluntary Parenthood* and author of *The Time Has Come, A Catholic Doctor's Proposal to End the Battle Over Birth Control.*

Nov. 19—Dr. Donald E. Gatch, 38-year-old country doctor who became something of a celebrity by appearing on network television recently and telling about life on the outskirts of society in South Carolina.

Dec. 4—Ralph Nader, an attorney who became a national figure by his work on behalf of the average consumer. His book *Unsafe at Any Speed* scorched the auto industry, and his investigation of other products has created controversy throughout the nation.

Feb. 3—Piedmont Chamber Players, with its nucleus artists-in-residence at the North Carolina School of the Arts, Duke University and other institutions in the Southeast. It is conducted by the prize-winning American conductor, Igor Buketoff.

Feb. 12—Floyd McKissick, civil rights leader, former national director of CORE, Soul City leader, and author of *Three Fifths of a Man.*

Feb. 17—Vladimir Ussachevsky, pioneer in the medium of electronic music whose several compositions have been performed widely both in the United States and Europe.

April 2—Dr. Russell Kirk, whose daily column, "To the Point," appears in more than 100 American newspapers and whose best-known book, *The Conservative Mind,* has been translated into several languages.

April 20—Boston Baroque Ensemble, skilled performers of music whose popularity has increased dramatically in the last 10 years, causing record companies to report that 17th and 18th Century composers now lead all others in demand.

Campus Notes

FACULTY SALARIES RISE

Guilford College now ranks fourth among all colleges and universities in North Carolina in terms of faculty salaries.

According to a report contained in the June *AAUP Bulletin* published by the American Association of University Professors, faculty salaries at Guilford rank behind only those paid at Duke, Davidson, and UNC-Chapel Hill. Wake Forest and Asheville-Biltmore list salaries at the same levels as Guilford.

The AAUP report also cites Guilford as among the top five percent of all schools in the country in percentage of salary increase over the previous year. During 1968-69, Guilford's average faculty salary compensation reached the "C" level for professors, associated professors, and assistant professors. Instructors enjoyed the largest salary increase, rising from the "C" level of a year ago to the "B" level this year.

The average compensation received by Guilford's 85 full-time faculty was $10,367, or an increase of 7.2 percent. The average salary was actually $9,341.

(For a point of comparison, the average faculty compensation at Duke was $16,494. At Harvard, the nation's highest paying institution, the average was $19,800.)

While Guilford's salary increase percentage of 7.2, was identical to the national average, the *AAUP Bulletin* points out the cost of living rose 4.2% during the same period, while increases in per capita income rose 8% generally across the nation.

Dr. Grimsley T. Hobbs, college president says, "Faculty salaries, though much improved, remain a problem at the ranks of associate and full professor. Though Guilford is competitive at the lower faculty ranks, continued attention must be given to the scales of the upper ranks or the college will not continue to retain or attract faculty of the calibre it desires."

FRESHMAN COURSE SHAPES UP

Guilford's new freshman program, "Man in the Twentieth Century," was drawn into its final outline form at a Colorado seminar attended by four faculty members and a team of experts in July.

The two-and-a-half-week Danforth Foundation-sponsored Workshop on the Liberal Arts was held at Colorado College, Colorado Springs.

Guilford was one of only 24 colleges and universities in the country invited to participate in this summer's workshop. Among the other schools participating were Purdue, Stanford, University of Virginia, State University of New York at Stoney Brook, and Reed College.

Representatives of the participating colleges worked on their specific problem areas and consulted with the experts brought in by the Foundation. Guilford's representatives were Dr. Robert R. Bryden, chairman of the biology department; Dr. Jerry H. Godard, executive dean and associate professor of psychology; Dr. Paul E. Zopf Jr., chairman of the sociology department; and John C. Grice, assistant professor of political science.

With the help of consultant Dr. Morris Keeton of Antioch College, the Guilford team virtually completed the syllabus for the new 12-hour credit freshman program. The syllabus outlines the general subjects, lecture topics, and outside readings to be covered in the course. The team also reviewed administrative details and reexamined the motives for offering such a course on the problems of modern man.

Topics to be examined during the course are listed as: The Problems of Conflict in International Relations, The Problem of Over-Population, Youth in Contemporary Society, The "New Morality," Whites and Blacks in America, The Crisis of Identity, Reciprocal Relations of Man and Nature, and Man's Rediscovery of Man.

John Grice reported that Guilford's project drew a great deal of attention from the representatives of other colleges. "Few schools," he said, "were as far along on their projects as we were; so, many people were interested in what we are doing here at Guilford." According to John, the experts had "only a few criticisms" of what had been done before the workshop. However,

"the time away from the campus really gave a chance to get everything in order for the start of the course this fall," summed up John.

NINE NEW FACULTY

Eight new faculty members and a new department chairman have recently joined the college staff.

Dr. George L. Gansz has come to Guilford to take over the chairmanship of the music department and to conduct the college choir. Dr. Gansz, formerly an associate professor of music at Rutgers University, holds degrees from Temple University, the University of Pennsylvania, Trinity College, and Marston-Colwyn University.

The economics department has added a lady to its teaching staff, **Dr. Madelyn Lockhard Kafoglis.** Dr. Kafoglis comes to Guilford from Ohio State where she earned her M.A. and Ph.D. degrees.

Dr. Louis B. Fike joins the political science department as an assistant professor. Dr. Fike formerly taught at Massachusetts State College at Fitchburg. He is a graduate of Franklin and Marshall College and holds the Ph.D. degree from Brown University.

Two sociologists, **Andrew W. Gottschall** and **Editha M. Stephens,** are new to the sociology department. Gottschall has been appointed associate professor; Mrs. Stephens, instructor. Gottschall, a graduate of Washington and Lee University and the University of Virginia, has served as Carolinas Regional Director of the National Conference of Christians and Jews. Mrs. Stephens has taught at Georgia State University. She is a graduate of the University of Florida and UNC-Chapel Hill.

James F. Gifford Jr. has been named assistant professor of history and associate director of the Richardson Fellows Program. He has earned degrees from Dartmouth College and Andover Newton School of Theology.

Richard Mason Morton is the new English instructor. A graduate of the University of the South and the University of South Carolina, he has taught previously at the University of Georgia.

The latest addition to the psychology department, is **Gary E. Zimmerman** from State University College, Buffalo, N. Y. Zimmerman, appointed an assistant professor, has earned degrees from the University of Wisconsin.

Sandra Forman, who earned a M.F.A. at UNC-G, has come to Guilford to be an instructor of drama and speech and to direct college plays.

320 IN FRESHMAN CROP

Guilford College expects 350 new students in the fall semester, 320 of them freshmen.

Dean of Admissions John Bell's educated guess is that the college's total fall enrollment will be 1,010 when all the cards are filed and all the figures are checked.

He estimates that 445 of the students will be women and 565 of them males. He believes that out-of-state students will about equal the number of North Carolinians enrolled.

Two new students are Danforth Undergraduate Scholars. Thirty freshmen are Richardson Fellows, most of them at Guilford with full-tuition scholarships from the H. Smith Richardson Foundation of Greensboro.

More than half of the Richardson Fellows graduated in the upper 5 percent of their high school classes. Three were valedictorians. They are from North Carolina, Utah, Nebraska, Massachusetts, Ohio, New York, Pennsylvania, Maryland, and Virginia.

UP! UP! and AWAY-AY!!!!

We'd buy you the world . . . but it's not for sale. So, we'll do the next best thing.

We'll take you to Europe and let you window shop—along London's Regent and Oxford Streets, Rome's Via Veneto, and Paris' Champs Élysees.

Yes, whether you shop to buy or stop to browse, Europe is your marketplace on the first Guilford College Alumni Tour.

For three weeks during the summer of 1970, Guilford alumni will have their chance to visit exciting cities and quaint villages in Europe.

The all-inclusive tour will be hosted by Alumni Director Bill Benbow, who describes the trip as "a wonderful way for our alumni to get to know one another while getting to know Europe." This European tour is being offered alumni, says Benbow, because "We believe it compliments our over-all alumni program. . . . The Alumni Association exists to serve alumni, and through such a tour, our alumni can go to Europe at a reduced group rate."

The approximate cost of the three week tour, including round-trip jet air fare from New York, is $900. The itinerary and exact cost for next summer's tour will be announced in late September. If you, or someone you know, might be interested in the Guilford College Alumni Tour, please request full details from: William E. Benbow, Director of Alumni Affairs, Guilford College, Greensboro, N. C. 27410.


Third
Annual
Loyalty
Fund
Report

Third Annual Loyalty Fund – Final Report

AMOUNT:	$64,884.57
DONORS:	1,195
PARTICIPATION:	14.6%
AVERAGE GIFT:	$54.30

Higher education today faces challenges undreamed of only a decade ago. One of the crucial problems, particularly for the private institution, is money. Spiraling costs have compelled private colleges and universities to realize that student fees and endowment income alone cannot meet all operational expenses. Additional funds must therefore come from outside sources. It is for this reason that Guilford College is most appreciative of its alumni and friends who contribute to the Loyalty Fund. Their gifts help to make the difference between the costs of providing an education of the highest quality and the student fees which are held as low as possible.

Annual giving has come a long way since its beginning three short years ago. During the first Loyalty Fund year, 1966-67, a goal of $25,000 was established by the Alumni Association Board of Directors. At the end of the first Loyalty Fund year, 939 donors had contributed $30,168.85. A goal of $40,000 was established for the second Loyalty Fund year for which $52,044.38 was gratefully received from 1,121 alumni and friends of the college.

The Alumni Association Board of Directors is pleased to announce that for the third consecutive year, the established goal has been surpassed. In August, 1968, a goal of $60,000 was announced, and as of May 31, 1969, Guilford College had received $64,884.57 from 1,195 donors — 108% of the goal.

The success of the 1968-69 Loyalty Fund is proudly shared by a number of dedicated alumni and friends of Guilford College who contributed countless hours of their personal time in maintaining the welfare of the college.

Major leadership was provided by Robert A. Newton '58, General Chairman; Jack E. Tilley '49, President of the Alumni Association; and by 66 Class Agents, 14 Area Chairmen, 71 Area Workers, 3 Committee Chairmen, and 10 members of the Faculty-Staff and Parents Programs — a total of 165 volunteers. The chairman of the Faculty-Staff Annual Giving Program was Dr. Edward Burrows. Chairmen for the Parents of Students Annual Giving Program were Herbert Drew of Winston-Salem and Ivor Massey of Richmond, Virginia.



July 31, 1969

Dear Fellow Guilfordians and Friends,

On behalf of Guilford College and the Alumni Association Board of Directors, I wish to extend to all who participated in the 1968-69 Loyalty Fund my genuine thanks for the generosity and thoughtfulness shown Guilford College.

This past Loyalty Fund Year surpassed all previous records in the number of donors and in the total gift amount received. This outstanding achievement is a testimony of the growing awareness of the need and a recognition of our responsibiilty to assist Guilford College in its educational programs.

I wish, also, to extend a special word of thanks to those alumni and friends who gave so generously of their time as volunteer solicitors.

As President of the 1969-70 Alumni Association, I encourage you to continue your support of Guilford College, and I ask you to encourage all who have an interest in the college's welfare and programs to do likewise.

It is with pleasure that I announce that Herbert T. Ragan '37, of High Point, North Carolina, is the 1969-70 General Loyalty Fund Chairman and President-Elect of the Alumni Association.

Herb and I realize the efforts being made to strengthen the academic resources of Guilford College as do many other Guilfordians. Therefore, I challenge each of you to continue supporting Guilford in order that today's students and those of the future may continue to receive a liberal arts education of the highest quality.

Robert A. Newton '58
1968-69 Loyalty Fund Chairman

SIZE OF GIFTS

RANGE	NUMBER	DONOR PERCENT	AMOUNT	GIFT PERCENT
$1,000 or more	10	.84%	$22,250.00	34.29%
$500-$999	11	.92%	$ 6,350.00	9.79%
$250-$499	10	.84%	$ 2,910.00	4.48%
$100-$249	106	8.87%	$12,439.00	19.17%
$50-$99	139	11.63%	$ 7,420.00	11.44%
$25-$49	285	23.85%	$ 7,651.00	11.79%
Under $25	634	53.05%	$ 5,864.57	9.04%
TOTALS	1195	100.00%	$64,884.57	100.00%

3 YEARS OF LOYALTY FUND GROWTH

	1966-67	1967-68	1968-69
Alumni	$20,240.68 (732)	$31,533.50 (914)	$36,904.11 (940)
Non-Alumni Parents	$ 2,227.50 (107)	$ 5,201.00 (119)	$ 7,245.00 (163)
Faculty-Staff	$ 1,141.50 (58)	$ 2,745.21 (66)	$ 1,992.50 (66)
Other Individuals	$ 994.67 (25)	$ 3,240.00 (22)	$ 5,014.05 (45)
Corporations, Foundations, and Churches	$ 5,630.00 (17)	$12,815.13 (34)	$21,663.91 (36)
Total Amount Received	$30,168.85	$52,044.38	$64,884.57
Total Donors	(939)	(1121)	(1195)
Total Average Gift	$32.12	$46.42	$54.30
Alumni Average Gift	$27.65	$34.50	$39.25
Overall Donor Percentage Participation	13.8%	14.3%	14.6%
Alumni Percentage Participation	13.1%	14.6%	14.3%

LEADING CLASSES (Top 10% by Categories)

DONORS		PARTICIPATION		AMOUNT		AVERAGE GIFT	
50 Year Group	80	1926	42.2%	1926	$5,286.00	1926	$278.21
1963	34	1922	41.3%	1937	2,646.00	1937	120.27
1964	30	1920	40.0%	50 Year Group	2,607.00	1960	114.33
1965	29	1924	33.3%	1960	1,715.00	1924	68.46
1949	26	1925	31.1%	1929	1,251.50	1955	61.15

1968-69 Loyalty Fund Summary

NUMBER	CLASS	AGENT	DONORS	AMOUNT	% PART.	AVERAGE GIFT
497	50 Yr. Group	James Fuller Yates Sara Richardson Haworth	80	$ 2,607.00	16.2	$32.58
28	1919	Ralph J. Yow	8	420.00	28.5	52.50
30	1920	Anna Henley Coble	12	505.00	40.0	42.08
26	1921	Loula Blanche Farlow	8	285.00	30.7	35.62
29	1922	Elizabeth W. Yates	12	355.00	41.3	29.58
39	1923	Alta Rush Andrews	12	307.00	30.7	25.58
39	1924	Sam P. Harris	13	890.00	33.3	68.46
45	1925	John O. Reynolds	14	470.00	31.1	33.57
45	1926	Lalah Cox Macon	19	5,286.00	42.2	278.21
62	1927	Julia Ebert Raymond Ebert	14	210.00	22.5	15.00
78	1928	Ethel Richardson Cheek	12	395.00	15.3	32.91
90	1929	M. Scott Benton	25	1,251.50	27.7	50.06
69	1930	Lucy Finch Cheek	7	190.00	10.1	27.14
74	1931	Blanch Stafford Blackwelder	16	342.50	21.6	21.40
69	1932	Rose Pipkin Ginn	12	520.00	17.3	43.33
77	1933	Aliene Thompson Alley	17	502.50	22.0	29.55
73	1934	Nelson H. Jones	14	510.00	19.1	36.42
74	1935	George C. Parker	16	462.00	21.6	28.87
72	1936	Annie Laurie Hill	9	140.00	12.5	15.55
113	1937	Herbert T. Ragan	22	2,646.00	19.4	120.27
84	1938	Allen R. Seifert	13	525.00	15.4	40.38
88	1939	Eunice Holloman Perian	20	550.00	22.7	27.50
82	1940	James R. Hendricks	19	785.00	23.1	41.31
94	1941	Theodore M. Mills	23	902.25	24.4	39.22
104	1942	Stokes S. Rawlins, Jr.	19	1,016.25	18.2	53.48
96	1943	Robert C. Rohr	25	756.00	26.0	30.24
92	1944	Carolyn Prout Davis	20	750.00	21.7	37.50
76	1945	James Lehr	9	315.25	11.8	35.02
73	1946	Fukiko Takaro	14	485.00	19.1	34.64
57	1947	Paul Jernigan	12	427.50	21.0	35.62
98	1948	Ethel Gearren Gold	22	602.50	22.4	27.38
163	1949	Sol B. Kennedy, Jr.	26	790.00	15.9	30.38
184	1950	Douglas P. Dettor	24	852.50	13.0	35.52
153	1951	Hayes O. Ratledge	22	577.50	14.3	26.25
142	1952	Aaron C. Tyson	13	305.00	9.1	23.46
140	1953	William L. Yates	13	321.00	9.2	24.69
113	1954	John M. Pipkin	15	252.00	13.2	16.80
106	1955	Robbie Patterson	13	795.00	12.2	61.15
146	1956	Edwin P. Brown, Jr. Ketchel Adams	21	432.50	14.3	20.59
134	1957	Gus Ballus Joseph E. Walker	12	367.50	8.9	30.62
158	1958	William B. Wallace Kurt Conner	18	683.50	11.3	37.97
202	1959	Dave Hardin Robert W. Edwards	14	220.00	6.9	15.71
172	1960	Douglas Kerr Thomas L. O'Briant	15	1,715.00	8.7	114.33
199	1961	Lillian Burrow O'Briant Frank R. Pfau	19	497.50	9.5	26.18
194	1962	Sara Phillips Cardwell Jane Coltrane Norwood	20	282.00	10.3	14.10
208	1963	Charles F. Milner, Jr. Howard M. Braxton, Jr.	34	825.36	16.3	24.27
223	1964	Linda Palmer Maerz Patrick Larracey	30	639.00	13.4	21.30
258	1965	Ralph A. Stephenson, Jr. Samuel Russell Scott	29	640.00	11.2	22.06
330	1966	Vernon Gray Benbow George Lloyd Eastlack	22	402.00	6.6	18.27
332	1967	William F. Jones David E. Stanfield	19	449.50	5.7	23.65
436	1968	David Owens Roberts Robert Kauffman	23	447.00	5.2	19.43
TOTALS						
6,566			940	$36,904.11	14.3%	$ 39.25

The Area Campaigns

This marked the second year for Area Campaigns which again proved to be the key to a successful Loyalty Fund drive. Guilford College and the Alumni Association Board of Directors extend their appreciation to the following 14 Area Campaign Chairmen and also to their 71 Area Campaign Workers who took time to talk with their fellow alumni about Guilford College.

AREA	CHAIRMEN	DONORS	% QUOTA	AMOUNTS
Atlanta, Ga.	Lawrence P. Vickers, Jr. '66	18	72.0%	$ 1,720.00
Burlington, N.C.	Howard L. Cannon '31	20	66.6%	$ 766.00
Greensboro, N.C.	John H. Boles '51 Bruce B. Cantrell '37 Richard C. Clemmons '53 Charles L. Cranford, III '63 Julian H. Hussey '63 Frederick T. Jones, Jr. '55 Raymond Tannenbaum '44	242	69.1%	$14,851.45
High Point, N.C.	W. Groome Fulton, Jr. '60	68	113.3%	$ 9,226.25
New York City	Joseph Leak '51	8	32.0%	$255.00
Winston-Salem, N. C.	Leslie A. Everett '56 Sara R. Helton '60 John R. Shore '53	81	67.5%	$ 1,834.00



1968-69 Loyalty Fund Donors

50 YEAR GROUP

Class Agents: James Fuller Yates
Sara Richardson Haworth

Lila Pearson Andrews '09
William W. Andrews '09
Wade Barber '14
*Mabel Edgerton Barden '15
J. Henry Beeson '17
Joseph H. Brendall '17
Bertha Peele Brown '06
Albert L. Cobb '16
David H. Couch '06
May Riddick Cox '04
J. Beatrice Crouch '18
Annie Knight Cummings '01
Lillie Pugh Curtis '14
Rufus W. Dalton '14
*Clara L. Davis '13
*Laura E. Davis '16
*Parl S. Davis '11
*Blanche Dixon '15
Alma T. Edwards '07
*Thomas D. Fox '09
Gordon Gainey '04
Louetta Knight Gilbert '15
*Ruth Coble Gilmore '17
*Sara Richardson Haworth '17
Marvin J. Henley '18
*Clarice Newlin Hepler '16
Rosa Case Highfill '06
Harriet Crutchfield Hood '17
*Herbert Howard '11
Hope Hubbard '16
Stacie Williard Johnson '17
Susan Gentry Kerner '17
*Oliver N. Knight '10
Benjamin J. Lindley '16
*Carolyn Yates Lindley '16
Silas J. Lindley '14
Charles C. Loughlin '06
*Edgar H. McBane '14
*Pearle Younts McBane '14
Elsie White Mendenhall '08
Mary Mendenhall '13
*J. Warren Mitchell '18
Fred H. Morris '16
Tom Morton '18
Cleta Patterson Murray '15
*Maude Culler Murray '15
*Mary Crutchfield Nunn '14
*Paul S. Nunn '14
*Matthew White Perry '14
Thomas A. Price '17
*Katherine C. Ricks '04
*C. Gurney Robertson '18
Leah Stanley Royal '18
*Herbert S. Sawyer '12
*Kate Langston Schoonover '07
*Mary I. Shamburger '17
*Blanche Futrell Short '14
May Campbell Shuler '14
*A. Jones Smith '18
*Henry W. Smith '12
Howard C. Smith '08
*Raymond A. Smith '18
Sarah Olive Smith '14 (deceased)
Gertrude H. Spray '10
Donald M. Stafford '11
Annie B. Stratford '11
*Pearl Lindley Sykes '01
Gertrude Barbee Taylor '06
Lois McKeown Taylor '15
*Hazel Armstrong Valentine '17
*I. T. Valentine '17
Sibyl Nicholson Ward '17
A. Earl Weatherly '16
Noel E. West '11
Floy Lassiter Wheeler '16
John C. Whitaker '11
*Margaret Davis Winslow '09
*James F. Yates '16
Elsie Osborne Yow '12
*Alpheus F. Zachary '12

CLASS OF 1919
50th ANNIVERSARY CLASS

Anniversary Gift Chairman:
Ralph J. Yow

*Hattie McConnell Bradford
Paul V. Fitzgerald
*Robert H. Frazier
Gertrude Hobbs Korner
Clarence M. Macon
Herman N. Pickett
John G. White
*Ralph J. Yow

CLASS OF 1920

Class Agent: Anna Henley Coble

*Mary Coble Barnes
Robah C. Bowman
*Luby R. Casey
*Anna Henley Coble
*Walter A. Coble (deceased)
Vera McBane Farrell
Frances Moore Herring
Donna McBane Johnston
Verda McBane
*Verna Stone Mendenhall
*Alma Chilton Moore
*Hugh W. Moore

CLASS OF 1921

Class Agent: Loula Blanche Farlow

*Florence Martin Casey
Myrtle R. Cox
*Clara B. Farlow
*Loula Blanche Farlow
Dovie M. Hayworth
Edward L. Hollady
*Algie I. Newlin
*Marjorie Williams

CLASS OF 1922

Class Agent: Elizabeth W. Yates

Blanche Lindley Andrew
*Florence T. Cox
Esther White Edes
Isabel Pancoast Goode
*Marianna White Johnson
*Ruth Outland Maris
Lulu Raiford McFarland
*William Lee Rudd
Ethel Lindley Self
*Eurie T. Whitley
Phil W. Winchester
Elizabeth W. Yates

CLASS OF 1923

Class Agent: Alta Rush Andrews

*Alta Rush Andrews
*Helen W. Bostick
Alice Chilton
*William T. Cox
Josephine Mock Crews
*Ruth Reynolds Hockett
*Lois M. Rabey
*Nell Carroll Raiford
*Alma Taylor Robertson
*Clementine Raiford Strowd
*William Dabney White
Zola Elizabeth McCracken Yoder

CLASS OF 1924

Class Agent: Sam P. Harris

*W. W. Blair
Virginia Osborne Chase
*Samuel P. Harris
George T. Kinney
Thad H. Mackie
*Hershal L. Macon
*Hazel Richardson Murrow
*Gertrude Bundy Schiebout
H. B. Shore
*Marvin H. Shore
Isla Willis Styer
Pearl Perry Williamson
Sylvia White Winslow

CLASS OF 1925

Class Agent: John O. Reynolds

B. Russell Branson
Bessie Phipps Branson
*Jesse F. Casey
*Katie Lambeth Cotten
Ethel Watkins Crutchfield
Frank L. Crutchfield
Pherlie Siske Lambeth
Harriet Pringle Presnell
*John O. Reynolds
Margaret Levering Stubbs
*Annabel Thompson
*Ghita H. Tuttle
*Ruth Levering White
*V. R. White

CLASS OF 1926

Class Agent: Lalah Cox Macon

*Beulah O. Allen
Alice Thompson Allred
*Edwin P. Brown
*Mildred Townsend Casey
John F. Cude
Hazel Coltrane Hancock
*Geneva D. Highfill
*Jewell Edwards McMillan
*Lalah Cox Macon
Katherine Shields Melvin
*Ina Mixon
*Margaret Townsend Moore
*Sallie Pearson Moore
*Cordia Thompson Murdoch
Lalah Hassell Purvis
B. Sparger Robertson
Bessie M. Simpson
*Viola E. Tuttle
Atlessa Leanna Winslow

CLASS OF 1927

Class Agents:
Julia and Raymond Ebert

Louise White Andrew
*Ailene Beeson
*Isabel Cox Cude
William T. Doub
*Julia Wolff Ebert
*Raymond E. Ebert
*Maie Hollady Hurlburt
Mary Allen Robertson
Alonzo T. Russell
Delphia Smith
Gertrude Adkins Taylor
*Raymond G. Thomas
*Thomas A. Watson
*Sidney A. Winslow

CLASS OF 1928

Class Agent: Ethel Richardson Cheek

*Ethel Richardson Cheek
*Joseph J. Cox
*Sudie D. Cox
*Byron Haworth
Louise Kendall
*Floyd C. Pate
Katherine Moore Price
Nell Stinson Rea
*J. Paul Reynolds
*Howard V. Trivette
*Annie E. Wagoner
*Ruth Horney Watson

CLASS OF 1929

Class Agent: M. Scott Benton

Esther Reece Alfriend
*M. Scott Benton
*Claudia Neal Brame
Walter J. Brown, Jr.
Charles S. Coble
Mildred Kimrey Cooley
*Virginia Ragsdale Cox
Frazier M. Edwards
*Leah Hammond
Virginia Saunders Hauser
*Myray Gamble Hodgin
Jack Holt
Marie Barnes Hopper
*Josephine Paul Irvin
Reginald S. Marshall
*Kathryn Owen Mays
Nancy White Melvin
Samuel B. Nuzie
*Elizabeth Levering Ott

*Three Year Consecutive Donors.

*A. Scott Parker, Jr.
Winnie Davis Potts
Edwin H. Rozell
Della Shore
*Wilmer L. Steele
Clare Andrew Trueblood

CLASS OF 1930

Class Agent: Lucy Finch Cheek

*Eunice Lindley Beason
Lucy Finch Cheek
*Mary Ellen Lassiter
Grace Kimrey Maddrey
Leslie M. Murphy
*Wilbur A. Sherrill
Herman R. White

CLASS OF 1931

Class Agent: Blanch Stafford Blackwelder

*J. Granville Alley
Charles M. Ayers
*Marshall H. Barney
*Blanch Stafford Blackwelder
*Howard L. Cannon
Tom J. Cheek
Rebecca Day Church
Mary Lee Dillon
Martha Armfield Gates
Gertrude Hinshaw Herbert
Isabella Jinnette
*Elbert D. Newlin
*Ernest M. Scarboro
*Mary Reynolds Starbuck
*Esther Hollowell Stribling
*Esther Lindley Wellons

CLASS OF 1932

Class Agent: Rose Pipkin Ginn

Elizabeth McVey Bailey
*Grace Hassell Beamon
*William L. Beamon
*Wilbert L. Braxton
*Jean D. Cochran
*Elizabeth G. Parker
Josephine Kimrey Scott
*Edith Trivette
Blanche Silver Tucker
Margaret Warner
*Allen J. White
Robert W. Wildman

CLASS OF 1933

Class Agent: Ailene Thompson Alley

*Ailene Thompson Alley
*Mary Cannon Dickerson
*Jewell Conrad Edgerton
*Junius K. Farlow
*Eleanor Blair Floyd
*Mary Edith Camp Gardner
*George P. Greene
George C. Hardin
A. William Hire
*Melvin H. Lynn
Charles F. Milner
*David H. Parsons, Jr.
*Sara Davis Phillips
Harlan P. Stout
Helen Johnson Strader
*Harry A. Wellons
*William Waldo Woody

CLASS OF 1934

Class Agent: Nelson H. Jones

*Warren B. Bezanson
Clara Welch Brown
H. Marshall Budd
Carson Cox
*William B. Edgerton
Martha Lane Emmart
Mildred Burton Hussey
*Nelson H. Jones
W. Talmage Lewis
*Elizabeth Alexander MacKenzie
Leroy B. Miller, Jr.
*George A. Silver
Rose Askew Stevens
*John Hugh Williams

CLASS OF 1935

Class Agent: George C. Parker

Evan C. Brown
*Harry G. Brown
John G. Burgwyn
*Pauline Bumgarner Cannon
Vilena McGee Chilton
*Charles A. MacKenzie
*Willie Lou McGee
Mildred Marlette
*George C. Parker
*Theodore Pollock
*Felsie K. Riddle
*H. Fred Rudisill
*Orpha Newlin Seifert
*Edward Shaen
*Rose McGinnis Wilkerson
*Joseph P. Woodard

CLASS OF 1936

Class Agent: Annie Laurie Hill

Mary Alma Coltrane
Philip L. Green
Helen Stilson Hardin
Virginia Neece Hewitt
*Annie Laurie Vannoy Hill
*Edgar P. H. Meibohm
William P. Price
Mary K. Weber
*Alice Conrad Williams

CLASS OF 1937

Class Agent: Herbert T. Ragan

Richard H. Archer
*Edward P. Benbow
*Jane Clegg Bradley
Bernard Cantrell
William T. Capella
*Clell B. Clodfelter
*Dorothy Gardyne Dimmock
Charles C. Dorsett
Ben F. Fortune
*Milo V. Gibbons
D. Rayborn Higgins
*Clarence H. Hill
A. Ray Hollis
*Betsy Bulla King
James W. Lovings
Dorothy Ragsdale McMichael
John V. McNairy
Mary Allen Mann
*Elinor Webster Merritt
*Elizabeth Gilliam Parker
*Herbert T. Ragan
*C. R. Surratt

CLASS OF 1938

Class Agent: Allen R. Seifert

Richard T. Binford
James C. Cornette, Jr.
*Beatrice Rohr Draudt
*Burton Hill
William S. Mathis
Charles M. Mendenhall
Lavina Stephens Primerano
*Floyd E. Rees
Robert L. Roche
*Allen R. Seifert
*Ralph R. Spillman
Betty Trotter Wagoner
Charlotte Parker Weiner

CLASS OF 1939

Class Agent: Eunice Holloman Perian

Mary Blouch Alexander
Roy H. Armfield, Jr.
Paul B. Chambers, Jr.
Roger W. Couch, Jr.
Jeanette LaRosa Feeley
*Frank B. Fondren, Jr.
Mary Alice Cronister Fye
W. T. Gilliam
James H. McDonald
*Miriam G. MacAllister
*Howard F. Maness
*Alvin W. Meibohm
J. Floyd Moore
Mildred Coble O'Connell
*Cora Worth Parsons
*Eunice Holloman Perian
*John Perian
*William F. Van Hoy, Jr.
Charles E. Weyll
Adelaide Fiedeldey Wilkens

CLASS OF 1940

Class Agent: James R. Hendricks

*Malcolm U. Alexander
Ellis M. Brown
*J. Wilbert Edgerton
*Marianna Dow Edgerton
W. Ralph Deaton, Jr.
*Mary Ellen Gibbs
*Charles Hendricks
James R. Hendricks
Kathleen Leslie Latham
*Seth C. Macon
*Wilson W. Mitchell
*Irene Andrews Newlin
James T. Parker
*Howard A. Petrea
Melissa Powell
*R. Hampton Price
*Annie Powell Ryan
Mary Laura McArthur Sapp
Edward B. Stafford

CLASS OF 1941

Class Agent: Theodore M. Mills

Mary Margaret Binford Bailey
*Grace Beittel Barrickman
*William C. Bennett
Frederick H. Binford
*Edna Edgerton Brinson
Virginia Hill Cornwell
Anna Shultz Gottlieb
John W. Grice
*J. Isaac Harris
Dolly White Kelly
George R. Latham, Jr.
Mary Ruth Kimrey McKinney
*Hazel Monsees Macon
*Margaret Morton March
Theodore M. Mills
*Harrison Nace
David R. Parker, Jr.
*Christine Wheeler Peters
Robert T. Register
Patricia Hopkins Robins
Elizabeth Robertson Stamper
*Margaret E. Stancil
Walter M. Wright

CLASS OF 1942

Class Agent: Stokes S. Rawlins, Jr.

Elois Mitchell Chatham
Howard H. Edgerton
Marie Grumbrecht
Hilda Hollowell Howell
*Margaret Jones Kelso
Charles W. Lewis, Jr.
Joseph J. Lindley
Lawrence A. Menghetti
Louise Thomas Miller
Ernest L. Morris
Garland B. Murray
*Colin P. Osborne, Jr.
Mary Caulfield Parker
Elfried F. H. Pennekamp
*Dorothy Teague Pollet
*Stokes S. Rawlins, Jr.
Thornton V. Sparrow
Frederick H. Taylor
B. C. Troxler

CLASS OF 1943

Class Agent: Robert C. Rohr

Alton B. Blair
Margaret Van Hoy Blair
*George W. Bunce
*Virginia Pope Campbell
*Paul B. Cobb
Ruth Wrenn Couch
Margaret Smith Dolan
Thelma C. Edwards
*Virgil H. Jordan
Roy E. Leake, Jr.
Marie Jeffre Martinroe
*Ruth Weisgerber Maynard
*Stuart Maynard
Arthur R. Melville
Jane Faulkner Merlau
Joseph K. Merlau
Marguerite Osborne Morgan
Shirley Cummings Moyer
Ruth Lockwood Peaser
*Thomas W. Phillips, Jr.
Hilda Henley Prefontaine
*Robert C. Rohr
Sadie White Taylor
*Claus Victorius
*Rosemary Nunn Whatley

*Three Year Consecutive Donors.

CLASS OF 1944
25th ANNIVERSARY CLASS

Anniversary Gift Chairman:
Carolyn Prout Davis

*Henry L. Ausband
*Ruth Bab
*Gerda Ungar Blau
Shirley Ware Brunkhardt
William R. Crowder
*Carolyn Prout Davis
Patricia Lockwood Eichman
Helena C. Haines
Frances Fox Kepchar
Ruth Edgerton Long
Elizabeth Marshall Morris
*Robert F. Neese
Charlotte Speare Pearson
Amos H. Ragan, Jr.
Senta Amon Raizen
*Hazel Key Schoonmaker
*Elizabeth Bailey Scott
Anne Schneider Shope
David O. Stanfield
Richard W. Taylor

CLASS OF 1945

Class Agent: James Lehr

*Nancy Nunn Beauchamp
Virginia Chapin Freeman
Stacy N. Kirkman
*Dorothy Peele Kramme
Maxine Ray Lane
*James C. Lehr
Dean K. Thomas
*Bernard F. Weissman
Ann Edgerton Whitley

CLASS OF 1946

Class Agent: Fukiko Takano

*Malcolm P. Crooks
Martha McLellan Demeo
Gaither C. Frye
Doris Coble Kimmel
Mae Raiford Brown
*Alice Ekeroth Rohr
Richard L. Schafer
Norman Shaen
*Christine Stanfield Slocum
Fukiko Takano
Christy Hersey Thomas
Peggy Taylor Underwood
Donald R. Werntz
Raymond L. Wood

CLASS OF 1947

Class Agent: Paul Jernigan

*Beatrice Carmien Collins
Mary Frances Chilton Gamble
*John R. Haworth
*Grimsley T. Hobbs
Charles W. Jennings
*H. Paul Jernigan
*Elizabeth Hare Lasley
*Joseph W. Lasley
*Roxie Roberson Leonard
*Juanita Young Ordahl
Anne J. Perkins
Helen Lewis Stanfield

CLASS OF 1948

Class Agent: Ethel Gearren Gold

*John Arzonico
*Rachel Thomas Benfey
Richard G. Bolling
Adrian Brodeur
Mildred Ridge Brodeur
David H. Brown
Jeanne Van Leer Campbell
*George L. Clodfelter
Margaret Stabler Cochrane
Claudius Dockery III
*Ethel Gearren Gold
Elizabeth Raiford Hansard
*Lois Ann Hunkele Hobbs
*Irie Leonard
Lena Mae Adams McCraw
*Harold H. Orvis
Leora Osborne Powell
*Raymond A. Price
Ina Rollins Sims
Bradshaw Snipes
Ethel Edwards Spencer
Richard Lee Spencer

CLASS OF 1949

Class Agent: Sol B. Kennedy, Jr.

*Charles F. Carroll, Jr.
*Jane Wallace Dudlik
Mary Pate Edgerton
Wendell H. Edgerton, Jr.
*Carl O. Erickson
Phyllis Stevens George
William R. George
M. Brooks Hansard
Joan Folger Hanson
*John J. Hanzel
Sarah Farlow Hines
*Sol B. Kennedy, Jr.
June Lewis Leak
J. William McCracken
Carter I. Pike
Mary Branson Pike
David A. Register
Floyd A. Reynolds
Ingeborg Longerich Snipes
Irene Rodriguez Snow
*William C. Talley
Eldora Haworth Terrell
T. Eugene Terrell
*Jack E. Tilley
Bettina Hutson Wolff
Ralph Zimmerman

CLASS OF 1950

Class Agent: Douglas P. Dettor

Ann Young Busher
Malcolm O. Campbell
John A. Clark, Jr.
Carl M. Cochrane
S. Gerald Duckor
Robert H. Fowler
Clifford L. Goodman
Richard O. Hanson
Jimmie C. Hines
Harold T. Jarrell
Joseph T. Keiger
C. W. McCraw
William S. Myers
J. C. Parker, Jr.
Richard G. Pegram
John P. Price
Charlotte Flanders Raffensperger
Terry P. Ragland
George T. Ralls
*Eleanor Corneilson Rice
John C. Rush
Clifford E. Tyson, Jr.
*A. Don Wolff
*Winslow Womack

CLASS OF 1951

Class Agent: Hayes O. Ratledge

John H. Boles
Edward A. Brown
*Audrey Smith Duncan
Margery Anderson Edgerton
Thomas W. Evaul, Jr.
Mary Brown Feagins
Beverly Utley Fowler
*Willis Fussell
*Joseph P. Gamble
A. D. Garrison
*Clayborne B. Hall, III
*Noel Haskell
Alfred M. Johns
*Jean E. Kirkman
Joseph M. Leak
A. William McDonald
William K. Oden, Jr.
*Hayes O. Ratledge
*Nancy McGuire Ratledge
Stephen A. Schafer
*Gene Peace Semmler
Joseph C. Wrenn

CLASS OF 1952

Class Agent: Aaron C. Tyson

Bruce B. Beck
*Dorothy Demos Daye
Judith Mower Goodman
*Charles T. Justin
Fred E. Katz
*Joyce Fulk Midkiff
*William F. Midkiff
*Henry C. Semmler
William L. Serog
*S. Clement Swisher
Aaron G. Tyson
William S. Ward
Charles A. Whitcomb

CLASS OF 1953

Class Agent: William L. Yates

Ola Mae Gregson Brown
Richard C. Clemmons
J. Howard Coble
Ruby Sharp Connor
Elizabeth White Dunn
*William H. Madara
James O. Morphis, Jr.
James D. Pratt
Karl J. Reinhardt
*Richard L. Staley
Betty Venable Tate
Marilyn Linhart Wilson
*William L. Yates

CLASS OF 1954

Class Agent: John M. Pipkin

Yasuko Maekawa Adams
*Charles S. Austin, III
Richard N. Bennett
Ruth Burton Collins
Ann Marie Bailey Dancy
*Hugh S. Downing
*Mabel Benedict Downing
Chase W. Lassiter
*Janis Davis Madara
*Jean Patterson Mann
John M. Pipkin
Donald H. Rockwell
Barbara Money Royal
Janet Sumner Thompson
Leslie E. Warrick, Jr.

CLASS OF 1955

Class Agent: Robbie Patterson

Fred P. Albright, Jr.
(memory Fred Albright, Sr. and
Rose Ballinger Albright '03)
Jane Ott Ballus
Geraldine Price Bryan
*Raymond E. Chalkley
Margaret Darrow
Ann Evans Filetti
Joyce Pate Herring
*John D. Lambeth
Arnold F. Leary
Beverly Broome Leary
*Robbie W. Patterson
Marie Hazard Proctor
W. Steve Taylor, Jr.

CLASS OF 1956

Class Agents: Ketchel Adams
Edwin P. Brown, Jr.

*Jo Ann Downs Adams
*Ketchel Adams
*Lynn Apetz
*Beverly Smith Austin
*Edwin P. Brown, Jr.
*Margaret White Chalkley
Andrew B. Connor
Frank H. Davis
Nancy Dettor Edwards
O. Ralph Edwards, Jr.
*Royce R. Garrett
*W. S. Gibson
*Joyce Fingade Gibson
Donald D. Godfrey
*H. Curt Hege
Alfred R. Himmelrich, Jr.
W. Frank Laraway, Jr.
*Eldon H. Parks
Marilyn Shepherd Parsonson
John G. Presnell, Jr.
Charles H. Trafford

CLASS OF 1957

Class Agents: Gus Ballus
Joseph E. Walker

A. E. Ammons
Gus Ballus
Howard Haworth
*Patricia Shields Hege
*Wenda Hodgin Kirkman
James H. Palmer

*Three Year Consecutive Donors.

Barbara Ann Tilley Presnell
*Marion A. Pringle
*A. Lincoln Sherk
Calvin E. Strickland
*James Earl Thompson
*Joseph E. Walker

CLASS OF 1958

Class Agents: Kurt Conner
William B. Wallace

James H. Askins
Charles H. Atkinson
Pat F. Brady
*Kurt R. Conner
Ruth Simpson Dunn
Dale D. Embich
Susan Walter Embich
P. Don Hemrick
Richard L. Marshall
*Ann Harper Mauger
Rachel Richardson Mayo
Robert A. Newton
Morris S. Perry
Judith Myers Strickland
*Stephane F. Turner
Nicole Schreiner Vogel
Marva Bowen Wallace
William B. Wallace

CLASS OF 1959
10th ANNIVERSARY CLASS

Anniversary Gift Chairmen:
Robert W. Edwards
Dave Hardin

William H. Crofton
Villard Butler Dunn
*Robert W. Edwards
Kay Carroll English
Tom R. English, Jr.
*David H. S. Hardin
*Mary Ruth Shropshire Hardin
William R. Johnson
Becke Blackwell Jones
R. Bradford Little
Jo Ann Hundley Parker
Richard O. Ringewald
*Emily L. Stafford
*Frances Honea Webb

CLASS OF 1960

Class Agents: Douglas Kerr
Thomas L. O'Briant

Joseph McKinley Bryan, Jr.
*Jo Ann Cook Cecil
Charles L. Chase
Rasma Frisbergs Duffy
Walter C. Echols, Jr.
*W. Groome Fulton, Jr.
Sara Robertson Helton
Howard T. Hinshaw
Charles R. Lamb, Jr.
Oliver C. Large, Jr.
*Barbara Jo Lineberger
*Thomas L. O'Briant
O. Lester Parker
Betty Lou Chilton Rierson
*Robert F. Winsor

CLASS OF 1961

Class Agents: Lillian O'Briant
Frank R. Pfau

George C. Allen
Edward V. Bannigan
Charles W. Breeden
Howard E. Carr, Jr.
Charles M. Clark
*Douglas P. Connor
*Anne Taylor Frost
*Miles F. Frost
Jane Allen Gaston
*Robert L. McKee
*Richard B. Marks
*Lillian Burrow O'Briant
*Frank R. Pfau
Maurice T. Raiford
William F. Rierson, Jr.
*Bruce B. Stewart
*Charles W. Stout
*Kenny R. Watson
*Jane Carroll White

CLASS OF 1962

Class Agents: Sara Phillips Cardwell
Jane Coltrane Norwood

Walter N. Brown
*Sara Lou Phillips Cardwell
Georgia Harrell Childress
James F. Childress
Pat Baugham Dickinson
David A. Edgerton
*Joan Seeley Fentzke
*Paul R. Fentzke
Alan B. Gordon
R. Carolyn Johnson
Robert R. Lovell
*Robin Holland Najarian
*Jane Coltrane Norwood
*W. Conrad Parker
*G. Robert Parish
W. Carey Reece, Jr.
*Raymond A. Sharpe, Jr.
Georgette Shihadi
*Mary Greenwood Walker
Ernest K. White, Jr.

CLASS OF 1963

Class Agents: Charles F. Milner, Jr.
Howard M. Braxton, Jr.

*Jane P. Ansell
*Linda Krauss Barnes
*Thomas E. Barnes
Glenda Watson Bowen
Paul W. Brady
*Howard M. Braxton, Jr.
Richard R. Brown
W. J. Brown, III
Faxon D. Candler
*Margaret McLaren Dawson
Gary C. Dent
Susan Kenoyer Dent
*Patricia Ann Gibbs
Carey H. Goodson
Nancy Taylor Gordon
F. William Greene
Robert F. Hamlin
*J. Herbert Hussey
*G. Henry Jobe
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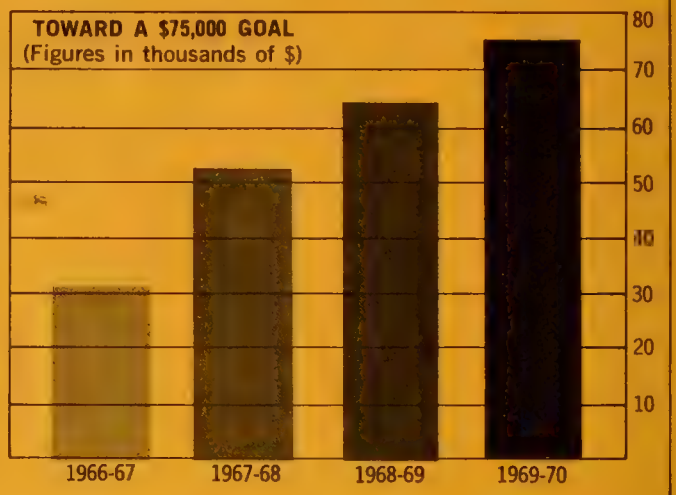
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Toward The Fourth Year

Publication of this 1968-69 Final Loyalty Fund Report also signals the beginning of the fourth consecutive Loyalty Fund Annual Giving Campaign Year. At its August meeting, the Alumni Association Board of Directors unanimously agreed that the 1969-70 Loyalty Fund goal be established at a minimum of $75,000.

As a private, co-educational college, Guilford is depending, as it must depend, upon its alumni and friends for at least this amount in unrestricted gifts during 1969-70.

Chairmen for the 1969-70 Loyalty Fund campaign will be: Herbert T. Ragan '37, General; Dr. Earl W. Redding '57, Faculty-Staff; A.H. Kinsey and Ivor Massey, Parents of Students; Charles Gladwell, Guilford College Area Businesses; and Isaac Harris '41, Friends for Guilford Annual Program



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"the day is hot and the sun going down in the sky..."



Word pictures and thoughts of a Guilford alumnus with the Peace Corps in India

By Richardson McKelvie '68

I thought of writing about the Peace Corps, its organization and projects, but my sincere effort in that direction would be meaningless. The relationship of the organization to individual governments of the world would be lost in a forest of too many individual Peace Corps Volunteers in many varieties of roles and regions of the world. Although it is vital for the Peace Corps to support Peace Corps Volunteers, the idea is not necessarily reciprocal. Volunteers are individuals—characters with their own ideals. They are not the minds of government programs, but rather innovators of smaller worlds.

So, while working for an organization, it becomes difficult to talk about its perspective without generalizing—to say in one case it is effective or ineffective; to say that a program in agriculture was a success or failure. One learns relativity.

Then my choices for discussion are limited. And because I want to achieve a personal dialogue, I will express my thoughts in the form of a letter.

Richardson D. McKelvie '68, of Wilmington, Del., was assigned to Orissa, a predominately agricultural state in India, in December, 1968. He, along with other Peace Corps Volunteers, has participated in the state government's effort to expand food production through increased farm mechanization.

Under the direction of District Agriculture Officers, the Volunteers have been demonstrating the use, maintenance, and repair of state-owned power equipment and improved bullock-drawn implements. Their aim, of course, has been to promote the adoption of modern techniques by district farmers.

While at Guilford, McKelvie studied math and philosophy and edited the student newspaper.

May, 1969

Dear Friends,

A large hydro-electric power and irrigational dam, a University, a Sambalpuri city of Punjabi, Marrubabi, Andra, and Oriya people, villages, canals, and paddy fields form my boundaries. A cycle is my transportation.

A program entitled agriculture and mechanization forms my link between the government of Orissa, India, and the U.S. A Block Development Officer aids me in direction and the grass-roots politics.

Living on a government research farm gives me the basic quarters in which to live. It also affords me the chance to learn about rice, paddy or Dar-no.

But since this is all new to me, I have spent most of my time merely looking and talking. Looking is really quite delightful. To see a bullock cart with paddy come to a farming village, or a woman carrying a jug of water on her head, is timeless, peaceful. There is an absence of cause and effect—aggression. The Oriya language is a flowing one—rhythmical.

Market day in the village of Attabira is Monday. Generally I come with my cook from the farm by cycle to purchase some vegetables. It is not the cleanest market in the world, but it is the most important for many villagers. Rice, dali gram, potatoes, onions, and eggplant are popular now.

It is an out-of-door market and when it is hot, the vegetables are of poorer quality. But it is outside, contrary to the American indoor markets. Everything takes place outside—it is basic, natural, and personal.

There I may see a friend in the market, Mr. Panda, a local shopkeeper. He smiles, "How are you?" Then we go to his house where we continue to talk. He is in the higher society. A Brahmin by caste, he has a nice one-story brick house. His education has given him a good understanding of English, and he reads a great deal. We drink tea, one of the many customs left by the British, and complain about world economics.

Soon I depart as other people come into the shop, and I ride on my cycle with my produce toward the farm a few miles away. Then I meet Panchait, an Oriya villager, who is an elected official. He tells me about the new field-channels his village is planning. I reply that soon I must come to see these projects.

I return to a bath and Oriya food, indigenous cud-di-o. The day is hot and the sun going down in the sky.

Richardson McKelvie '68
Peace Corps Volunteer

Profiles of New Faculty



Maestro Composes Music—Even Commercials

Dr. George Gansz laughed out loud when an interviewer assumed out loud that a musician with his highly impressive background would never admit out loud that he composed anything except "serious" music.

Jovial George, Guilford's new Professor of Music and chairman of the Music Department, soon corrected that assumption.

"I've pretty well spread it out," he said. "I've done choral and instrumental composing, some for organ, and popular songs." He kept the shocker until last, delivering it with a twinkle in his eye: "And commercials . . . ."

In "spreading it out," George has racked up enough successes in the broad area of music to be listed in "Who's Who in Music," "Symphony Conductors of the U.S.A.," "Who's Who in the Choral and Organ World," and "Who's Who in American Education."

The Maestro has been his own boss since leaving his position as director of music at Rutgers University (Camden campus) in 1967 due to both choral and instrumental guest conducting, composing, and consultant work with colleges.

In the latter, his efforts were directed toward building curriculums in college music departments or prescribing cures for "sick" sections within music departments.

His acceptance of the chairmanship of the Guilford College Music Department has been good news to alumni and friends who have wished for a stronger Music Department.

His decision to join Guilford also pleased his wife, Martha, and their children, 11 and 9.

"All of us were delighted by everything we saw on our first trip down from Philadelphia," he said in his enthusiastic manner. "Since we've been here, we've found that our first impression was a true impression."

After getting his bachelor's degree from Temple University in 1948 and his master's the following year from the University of Pennsylvania, he taught several years before going to London as a guest conductor and a student. He received his licentiate degree from Trinity College there in 1957 and was a Fellow at Trinity the following year.

His doctorate was from Marston-Colwyn University in 1966, and he did additional graduate work at Columbia, Cornell, and Heidelberg Universities. In the German city he guest conducted the Heidelberg Symphony.

A professional conductor since 1941, George has made three European concert tours. He also is an organ recitalist and a free lance arranger, working for artists under contract to Columbia Records and for Broadway shows. He has been director of Associated Arrangers since 1951.

George's compositions have been published by Shawnee Press and J. Fischer & Bro. They have been premiered on CBS Radio and in New York's Town Hall.



Troubleshooter Hankers for Classroom

A 13-year-old hankering brought Andrew W. Gottschall Jr. back into the fold of fulltime college teachers.

A 133-year-old college helped him make up his mind.

"I missed teaching after 13 years of being away from it and I always had the intention of getting back into it," Andy explained. "Guilford seemed to be the right place in terms of size and direction of the college and will provide the opportunity to work in an area in which I am very much interested."

Andy's interest is human relations, a vast subject he has lived and breathed in actual experience since vacating his teacher's role in the Psychology Department of the College of William and Mary (now Old Dominion College) in Norfolk, Va., in 1956.

From then until joining the Guilford faculty fulltime this fall, he has been involved in human relations—often the troubled kind—on the staff of the National Conference of Christians and Jews. In 1962 he also doubled as co-director of the Mount Mercy College workshop in human relations education in Pittsburgh, Pa.

During this time he coordinated a Western Pennsylvania ad hoc committee of educators and social agency workers which served the Pennsylvania State Department of Public Instruction in the effort to develop, publish, and implement a teacher's guide to human relations education. The publication won the Freedoms Foundation Award.

Andy also co-edited "Urbanization and the Family," 1968 conference proceedings of the North Carolina Family Life Council.

After moving to Greensboro in 1963 as Carolinas Regional Director for NCCJ, Andy continued his work in community and human relations. One of his active areas has been working with law enforcement personnel at the Institute of Government at Chapel Hill and in several cities to improve the work of policemen with minority groups.

For the past three years he conducted a sociology seminar in human relations at Guilford. As Associate Professor of Sociology, he will continue the seminar and teach "Race and Ethnic Relations" and "An Introduction to Social Work."

Andy's aim is to bring to the students the facts, techniques, and procedures he has learned from experience. Some of his first-hand knowledge was gained while working with law enforcement agencies in riots in Winston-Salem, Charlotte, Salisbury, and Greensboro.

He does not, however, plan to remove himself from work on the community level. He will continue as a volunteer consultant when needed and as time will allow.

Then, too, he will save some of his free time for his wife, Audrey, a graduate of the Philadelphia College of Pharmacy, and his two daughters. Mary graduated this year from UNC-G and is an elementary school teacher. Andrea is a second year nursing student.



The Lady Is An Oddity

Being "something of an oddity" doesn't worry Madelyn Lockhart Kafoglis one bit.

"Generally, in any field where women are not common, a woman does become something of an oddity, I guess," she said. Quickly she smiled and gave a brief shrug. "But it's no longer a problem to me. I got used to it pretty quickly."

Dr. Kafoglis is a "lady economist" and that makes her rather rare. And the rather rare lady is the new Professor of Economics at Guilford College. Her husband, Dr. Milton Kafoglis, has joined the teaching staff at UNC-G.

"He's an economist, too," she said, smiling again before adding, "We're a dull family."

"Family" includes two children who were "excited about our moving to Greensboro," Madelyn said. They accompanied their parents when they came to look over their prospective new home town and "liked what they saw then and what they have seen since we arrived."

"Greensboro is a pleasant town, certainly," she said. "My husband and I were attracted to it initially because it has two such good schools providing opportunities for us. I was particularly interested in Guilford because it is a small liberal arts college with advantages a large university cannot offer."

Since receiving her bachelor's degree from Denison University in 1946 and her master's from Ohio State University in 1948, Dr. Kafoglis has taught at Ohio State, the University of Florida, and the University of Tennessee. Her doctorate, awarded in 1961, was from Ohio State.

Much of Madelyn's published research has dealt with "participation," meaning, she explained, "participation by people in anything—government, private organizations, clubs, anything."

"In a sense, 'participation' is a political science issue, but many economists believe there is an economic aspect to it, too," she said. "Perhaps some results can be gained by looking at the economic reasons, also, making it a combined effort."

She and other economists, as well as political science experts, are concerned because of a lack of participation among certain groups, whether by choice or opportunity, she explained.

"In a democracy, everyone has his say, is permitted equal participation," she said. "That doesn't always work out."

Much of her research was to find reasons for participation or a lack of it and the necessary incentive to encourage participation, "assuming that wider participation would give us a better democracy."

The new Professor of Economics and her family moved to Greensboro during the past summer and were apartment dwellers until the residence they rented was available in September.

The house is about half-way between Guilford and UNC-G.

Maybe Madelyn and Milton want to share the commuting burden equally. Or maybe the two economists figure it good economy.



Actress Has A Dream In Her Eye

The new instructor in Drama and Speech this year has a dream in her eye.

As a student performer at the University of North Carolina at Greensboro in 1966 she was in the cast of the Theatre of UNC-G production of "Li'l Abner" which entertained American service men in Europe.

"It was the most wonderful, fulfilling, tiring thing I've ever done," she said. "I have never been so thrilled and educated as I was by that trip."

Speaking was Mrs. Richard C. Forman who was Miss Sandra Hopper when she made the European tour and who is known to thousands of theatregoers in Greensboro as Sandy.

Sandy comes to Guilford with a brand new Master of Fine Arts degree in drama and speech from UNC-G. And she comes to Guilford with that dream in her eye, a dream that someday, as the Department of Drama and Speech grows, she can take a Guilford College production to entertain American armed forces abroad.

"I know what the tour did for me, and I want to give Guilford students the same opportunity," she explained.

"Thrilled" to be a part of Guilford College, Sandy will teach acting and public speaking in the first semester. In January she plans to have an informal readers' theatre program.

In the spring she will teach directing and oral interpretation and will strive to have the directing class come up with a production worthy of taking honors in the annual competition at Chapel Hill.

In addition, she will direct one full-length production and will be costumer for the department.

While she is busy teaching at Guilford and being housewife to attorney Richard and mother to 15-month-old daughter Rhyan, Sandy continues to serve on the board of the Greensboro Little Theatre and hopes to act in one of the four plays set for the 1969-70 year.

That she will continue performing will be good news to many, many people in this area who have seen her in such productions as "My Fair Lady," "Li'l Abner," "On A Clear Day," "The Tempest," and "Caucasian Chalk Circle" at UNC-G and "Little Mary Sunshine" for Greensboro Little Theatre several seasons back.

ALUMNI CHAPTER NEWS

Twenty-six Guilford College Alumni Chapter meetings are planned during 1969-70. Meetings in Hartford, Conn., and Houston, Texas, are among those to be held for the first time. Fall meetings are slated for these cities: Hartford, New York, Philadelphia, Wilmington (Del.), Burlington, Asheville, Greensboro, Murfreesboro, Durham, and Raleigh.

Class Notes

1919

Although he was unable to attend the 50th reunion of the class of 1919, **Clarence Macon** writes that he is still doing some preaching and other pastoral duties at weddings and funerals near his home in Veradale, Wash.

1925

John Reynolds retired in July as dean of the East Carolina University Graduate School after 22 years at ECU. John will retire in Greenville after an extended vacation during which he intends to "just enjoy life."

1936

Philip Green is now in Colorado Springs, Colo., as Minister of Pastoral Care at First United Methodist Church. He has previously lived all over the country, serving as a minister and as an Air Force chaplain.

1938

Dr. David B. Stafford, a member of the sociology department at Guilford for the past 23 years, has become head of the sociology and anthropology department at Wisconsin State University—Stevens Point.

1939

Priscilla Blouch Alexander and her husband **Malcolm Alexander** '40 live in Englewood, N. J., where he is a dentist. Their daughter Priscilla Jayne was married this spring in the chapel at Springfield (Mass.) College where she graduated.

Millie Coble O'Connell writes from Kingsport, Tenn., that she's "done everything from Scouts, Brownies, carpooling, church. . . ." She and her husband Frank have two children: Beth, 16, and Gary, 17.

Jim McDonald of Augusta, Ga., has retired from the FBI after 27 years of government service and has accepted a position as an auditor with the Georgia Department of Revenue.

William F. Van Hoy is in his twentieth year at Asheboro High School where he is head of the social studies department. He is also active in the Democratic party and the American Friends Service Committee.

After living in Tennessee for eighteen years, **Tom Ashcraft** has moved to Philadelphia where he is with the Life Insurance Company of North America.

Adelaide Fiedelday Wilkens is living in Plainfield, N. J., where her husband is a plant manager for Ashland Chemical. Adelaide's interests center on working for her church and learning to play the organ.

1941

Bill Grice completed work on his Ph.D. in physical education at Ohio State University in August and returned to Oberlin College where he is Associate Professor of Physical Education, head football coach, and head baseball coach. Bill and his wife Edith have one sixteen year old daughter, Ann.

1944

Anne Schneider Shope is in Boone where her husband is on the faculty of Appalachian State University. Both are very active in the Society of Friends. Anne is on the national executive committee of the United Society of Friends Women as editor of "Blueprints" and her husband is immediate past president of National Quaker Men.

1945

Marian Kirkman Murchison is president of the United Society of Friends Women of North Carolina. Her husband Victor is Executive Secretary of the N.C. Yearly Meeting of Friends. They moved to the Guilford College community in June of 1968 after living in Winston-Salem 22 years. (The summer issue of the *Guilford Alumni Journal* erroneously reported that Marian had lived in Walnut Cove.)

1948

After four years as an assistant superintendent of Gastonia and Gaston County schools, **Irie "Bunk" Leonard** has been named superintendent of the Richmond County school system.

1949

The Data Processing Management Association has awarded **Charles P. Jones** the certificate in data processing. Charles is assistant vice president of the Federal Home Loan Bank of Greensboro.

The North Carolina Society of Pathologists recently elected **Charles F. Carroll Jr** president. Charles earned his M.D. degree from the University of Maryland in 1953 and later received his training in pathology at the U. of Md. and UNC Medical Schools. He now is associated with Cabarrus Memorial Hospital in Concord. He and his wife Marilyn have seven children ranging in ages from 16 to 1.

Tom H. Jones has been appointed head football coach at East Carteret High School in Morehead City. He is also head track coach and teaches health and physical education.

1951

James Garvin Finch married Joan Virginia Ricketts July 26. Jim has recently retired as a commander in the Naval Reserve. He is principal of Annandale High School, Annandale, Va.

1952

Archdale Elementary School in Asheboro has a new principal—**George T. Tate.** He has been a classroom teacher for eight years and federal programs director for Lee County schools for two years.

Kenneth Matthews has been named principal of East Bend Elementary School. He is working on his M.A. at Wake Forest University.

1953



Bill Osteen has been appointed U.S. Attorney for the Middle District Court of North Carolina. (Bill was unsuccessful as the Republican candidate for Congress in the 6th district last November.)

1954

Billy L. Ferguson has returned to his hometown of Greensboro to go into practice as a pediatrician. He was an Air Force physician for ten years.

1955

James H. Maness received his Ph.D. in religion from Emory University last spring.

1956

Rev. Robert Durant Bradham Jr. is minister of Lyndon Grove Associate Reformed Presbyterian Church in Augusta, Ga. Since receiving his B.D.

degree from Erskine Theological Seminary in 1963, he has served pastorates in Natural Bridge, Va., and Salisbury.

Billy M. Britt is pastor of the Spring Garden Friends Meeting and is again a Guilford student, working on his M.A. in religion.

Rev. Robert Casstevens is now executive director of Services Performed with Aging Inc. in Hartford, Conn. He was formerly on the staff of Central Baptist Church in Hartford.

1957

Van Cuthrell is Vice President and General Manager of Revelle Agri-Products, a Murfreesboro based firm.

Anne Timberlake Shoulars moved to Raleigh a year ago where her husband Wilson is a periodontist. Anne writes that she taught school for five years in Chapel Hill and Durham but says, "at present I'm a mother and a housewife." She has four children, ages: 8, 7, 5, and 2.

Earl Redding, a member of Guilford's philosophy department, has just completed his Ph.D. at the University of Miami.

Guilford has had a hand in the successful Apollo 11 lunar landing mission. **Alfred N. Wiley Jr.** is chief of industrial area operations in the Spacecraft Operations Branch of NASA's Kennedy Space Center

1958

Now a major in the U.S.M.C., **Robert J. Driver Jr.** is on his second tour of duty in Vietnam. He and his wife Edna have two children, Jett and Diana.

1959

Betty Welch Zimmerman and her husband **Vernon Zimmerman** '60, live in Winston-Salem where he is Assistant State Service Officer with the N.C. Department of Veterans Affairs. Betty has taught school in High Point, Columbia, S. C., and Winston-Salem. She now classifies herself as a "housewife" and mother of two boys

North Carolina National Bank has announced that **Ken P. Maddox Jr.** of Greensboro has been promoted to assistant trust officer.

1961

Wachovia Bank and Trust Co. announced in July that **Carl R. Nease** has been promoted to vice president of the Raleigh branch.

It's back to Greensboro for **Alan and Betty Lou McFarland Atwell.** Alan has resigned as director of admissions at St. Andrews College to take the post of Associate Director of Admissions at UNC-G.

1962

John M. Wasson Jr. is working with N.C. public school teachers in an educational improvement program called Project Change. Until June, 1968, John was teaching history at the N.C. School of the Arts.

Dan Jennings was married July 19 to Janet Jones Bean. They are now living in Lewisville.

Thomas C. Bowers has been promoted to consumer credit officer of the Greensboro branch of NCNB.

Barbara Abbie Burke was married to James Edward Martin June 15 in her hometown of Gibsonville.

1963

Suzanne Lewis White, now Mrs. David E. White Jr., has recently moved from Alabama to Raleigh where her husband directs the N.C. Egg Marketing Association Inc. Suzanne says she would "love to see old friends. Call when in Raleigh and try to come by the house."

Howard Braxton and **Pat Mallard Braxton** '65, of Elizabeth City proudly announce the birth of a son, Robert Steven, born May 23.

The former principal of Oak Ridge Elementary School, **Carl A. Hampton,** has been named principal of Allen Jay Primary School in High Point.

Carol Hunter Morse is a physical therapist in Quang Ngai, Vietnam, with the American Friends Service Committee's Refugee Services.

Judith Carole Day Royal and her husband William Curry Royal announce the birth of a son born Jan. 19. Judith Carole is a high school social studies teacher and William is a salesman. The Royals live in Wilson.

1964



R. J. Reynolds Tobacco Co. announced in July that **Joseph H. Sherrill** has been promoted to manager of its marketing research department.

Robert L. Jefferson has been assigned to the Winston-Salem territory as a professional Service Representative for Smith Kline & French Laboratories. Bob is living in Pfafftown.

Jerry Dawson is now assistant trust officer and assistant secretary of the Charlotte branch of NCNB.

Mickey Faulk has resigned as basketball coach at Whitley High School in Raleigh to take a job in private business in Charlotte.

Buddy Dixon has resigned from coaching at Durham High School to enter the banking business.

1965

Randal Branch has recently been employed as Assistant Manager of Revelle Agri-Products of Murfreesboro. The company serves eastern N.C. and southeastern Va. as distributors for Butler Manufacturing Company dealing in steel storage structures and pre-fabricated buildings.

Glenn White married Ada Louise Blackmon June 8. Glenn is teaching at Central High in Fayetteville.

The charms of Florida have captured **Joel Ostroff** and his wife, the former **Linda Albright** '66. Joel is teaching general biology, anatomy, physiology, and microbiology at Brevard Junior College in Cocoa and general ecology, freshwater and marine biology in a Bioenvironmental Technology Masters Program at Florida Institute of Technology.

Samuel R. Scott of Pilot Mountain has received the Doctor of Medicine degree from Bowman Gray School of Medicine in Winston-Salem and will do his internship in Lexington, Ky.

Worth G. Knight, formerly employed as an assistant manager at the Sears Catalog Order Plant in Greensboro, is now working in the plant's Department 131-M, Methods Study.

Lt. David Earl Gaskins, now of San Antonio, Texas, married Patricia Zimmerman July 5.

1966

Gail Lassiter was married to Robert Irwin Young III of Richmond, Va., June 28.

Vernon "Bunn" Benbow is a charter member and secretary-treasurer of the Optimist Club of the Upper Keys, Tavernier, Fla., where he owns the Keys Sport and Hobby Center Inc.

John Probeck and **Gloria Howell** '70, were married July 12 at Goldsboro.

Jim McDonald attended law school at the University of Tennessee and is now in the Army as a criminal investigator in Vietnam.

Harry Jennings is returning to his high school alma mater, Elkin High School, to become head coach of the varsity football team. He has been

head football and track coach at North Stokes High School for three years. His wife **"Bunny" Brewer Jennings** plans to continue teaching in the Elkin school system.

Catherine Wright received her M.Ed. degree from the University of North Carolina at Chapel Hill last June. She has taught school in N.C. and Fla.

Danny Southerland married Francis Kay Scott July 6. Danny is now a three sports coach at Goldsboro High.



Kim Newlin received his Master of Science degree in agricultural economics at Clemson University in May and is now at the U.S. Army Material Command in Texarkana, Texas.

Freia Koschke McCanless and her husband, William V. McCanless, announce the birth of a son, born April 30. They are now living in Albuquerque, N.M., where Freia's husband is in the weapons laboratory at Kirtland AFB.



Thomas H. Causey received his M.Ed. degree in history from UNC-G in June. He has taught at Southeast Guilford High School since 1966.

A postcard from **Ken Wilson** informs us that he is a claims examiner in the Bureau of Retirement, Insurance and Occupational Health of the Civil Service Commission.

1967

Joan Franklin Simmons and Kenneth D. Garner were married July 18 in High Point. Both teach at Trinity Junior High School.

Fred C. Brown married Patricia DeRosa June 29 in Lawton, Okla. Fred is a lieutenant in the Army stationed at Fort Sill, Okla.

Dave Kellom received his M.B.A. from Rutgers in June.

Bobby Bumgarner and **Greer Stout** '69, were married July 26. Bobby is working as a purchasing agent for Lowe's Companies Inc.

Kay Brewer married Philip Wesley Johnson July 12 in Winston-Salem.

After receiving a master's degree in hospital administration from the Medical College of Virginia, **Robert L. Terrell Jr.** has been employed as assistant administrator of Johnston Memorial Hospital in Smithfield.

Marianne King was married June 14 to Robert Merton Bishop.

Ralph Bricker Jr. and Laura Bates were married June 28. They are living in Columbia, S. C., where Ralph is manager of the John H. Harland Co.

Rob Jackson and **Charlotte Jessup** '69, were married June 1. Charlotte graduated from UNC at Chapel Hill in June. Rob is a lieutenant in the Navy stationed in Norfolk, Va. During the Apollo 11 lunar mission, Rob was assigned to the Operations Department of a task force designed for contingency recovery operations in the Atlantic Ocean.

Wanda Vuncannon married William Raines Land III May 17 at Asheboro They are living in Atlanta.

1968

Jack Granade married Cynthia Bryant in Winston-Salem May 24. He is in the management training program at Sears, Roebuck and Co.

Benjamin Banks and his wife Julia announce the birth of a son Benjamin Thorpe III, born Feb. 15. They live in Mount Pleasant, S. C. Ben is with the Charleston *News and Courier*.



Thomas W. Creato was commissioned a second lieutenant upon graduation July 15 from the Officer Candidate School at the U.S. Army Field Artillery Center in Fort Sill, Okla.

Lewis A. Ralston Jr. married Mary Thorud July 26 in Edenton. Lewis is an industrial engineer with Kayser Roth Corp.

Malcolm Moore is in the Air Force, training as an intelligence specialist at Lowry AFB, Colo.

Tom Brown and **Marie Riggs** '70, were married in Greensboro in June.

Walter Paris married Edith Williams June 28 in Tampa, Fla. Walter is in the Air Force, stationed in Altus, Okla.

David Casey and **Lu Cleetwood** '69, were married July 12. They are living in Durham where David is a high school teacher and coach.

Bryon Lawson and **Carol Anne Lampley** '69, were married July 26.

George Moore Jackson and Frances J. Hatcher, a UNC-G graduate, were married Aug. 6. After a wedding trip to Europe, the couple returned to Birmingham, Ala., where George is a junior law student at the Cumberland Law School of Samford University.

1969

Claud Kirkman is in the Navy stationed in Pensacola, Fla., where he is undergoing primary flight training.

Susan Moore became the wife of James Fraklin Aycock on July 5. The Aycocks are living in Forest Park, Ga.

Mark Easter married Jane Marcia House on June 21.

Rae Ann Tuttle married Harvey Guy Tedder Jr. on June 29. They are living in Rural Hall.

Walter Franklin Hill married Lynda Dorrler in Beaufort June 14.

Parker Hooper and **Art Washburn** were married at New Garden Friends in Greensboro on June 14.

Linda Snipes married Danny Gnewikow June 14. Linda graduated cum laude from David Lipscomb College in Nashville, Tenn.

Sarah Schoonover and **Charlie White** were married in Sarah's home meeting in St. Petersburg, Fla., June 14.

Donald B. White has been named City Circulation Manager of *The Greensboro Record*.

David Poe married Judy Pittman June 7 in Durham. David is now working with Burlington Industries.

Joseph Martin married Glenda June Weavil June 8. Joe is in graduate school at East Carolina University.

Susan Shepard married James Nimrod Brooks June 15 at Asheboro Friends Meeting. Susan graduated from the University of Virginia and will begin work on her master's degree this fall.

Wendy Miller and **Bob Miller** were married June 1.

Rebekah North and **Norman Tuttle** were married May 31 in Summerfield.

Spencer Evans Jr. and Joan Elizabeth Southern were married Aug. 2. Spencer works for Northwestern Bank in Winston-Salem.

Jan Amick is now a stewardess flying for Delta Air Lines. She completed the four week training course at the Atlanta Airport in May and is now based in Chicago.

IN MEMORIAM

J. Harvey Dick, a former student in the Guilford College Preparatory Department, died in June following a long illness. He was 84. For many years he was a partner with the J. M. Hendricks Shoe Co. of Greensboro, and later he traveled for a shoe company in Bristol, Tenn. He retired 10 years ago. He is survived by his widow, the former Grace Murrow; two sons, James H. Dick Jr. of Greensboro and Samuel A. Dick of Stokes County; a daughter, Mrs. Robert S. Shuping of Greensboro; and a sister, Mrs. Walter E. Anderson of Greensboro.

George Wade Apple died Oct. 10, 1968, in Annie Penn Memorial Hospital in Reidsville. He was a student in the Guilford College Preparatory Department from 1899-1900.

William Fleming Bailey '32, who headed North Carolina's prison system for seven years died July 25 at Rex Hospital in Raleigh. He was 67.

Bailey, mayor of High Point from 1949 to 1951, was appointed prisons director by Gov. William B. Umstead in 1953.

Bailey was well known in the field of athletics long before he entered public service. A former football star at Guilford, Bailey served on the athletic staffs at Duke and Harvard, was a member of the U.S. Olympic Games Committee, was president of the Carolina Association of the Amateur Athletic Union, and was a vice president of the national AAU.

He is survived by his wife, Mrs. Margaret Brown Bailey; two sons; two sisters; and a brother.

W. Luther Jones died June 21 at the age of 88. He was born and reared in the Guilford College community and was a life-long member of the New Garden Friends Meeting. His important service to Guilford College was rendered in his management of the college dairy and farm from 1908 to 1939. Among other survivors are his son George White Jones '35 and two grandchildren, George Wayne Jones '61 and Linda '62.

Odell Thomas Neal '34, died Aug. 3 at Forsyth Memorial Hospital in Winston-Salem. He had been a teacher and an athletic coach for many years in Stokes County schools.

He served on the board of trustees of the Stokes-Reynolds Memorial Hospital in Danbury and was a member of the Stokes County Planning Board. He is survived by his wife, Mrs. Martha Stone Neal; a daughter, Brenda Sue Neal '65; and a son.

Sallie Ruth Shuford Payne '42, died April 13.

J. Armstead Estes '49, died in Baton Rouge, La., in July. He was 49 years old. Surviving are his widow, two sons, and a daughter.

William G. Ragsdale Jr., a member of the Guilford College Board of Visitors, died at his home is Jamestown July 2 at the age of 57. Mr. Ragsdale was the founder of a land development company. He was well-known as a contributor to many charitable organizations in the Piedmont area.

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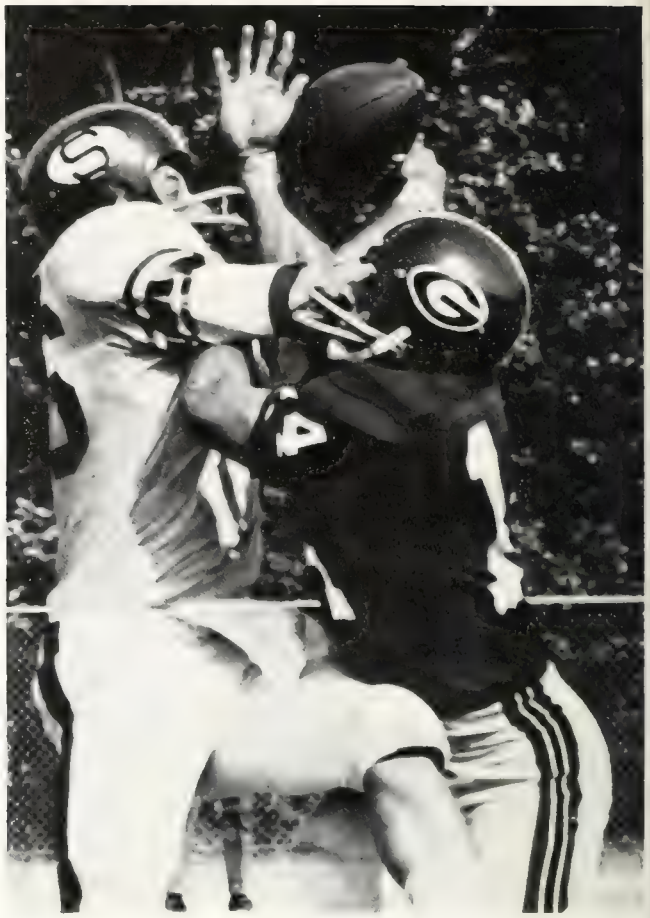


Arrangements by Lucas Travel Agency, Greensboro

Sports

by Ted Malick '70

Not This Year But Just You Wait . . .
Football Fortunes Shall Rise Again



Guilford's football fortunes are once again on the rise, Coach Bob Lord believes, but he cautions those alumni and friends who might be overly optimistic:

"With a squad composed of 75 percent freshmen and sophomores, we're still a year away from title contention."

Toward the end of the 1968 season (which at that point offered little really worth writing home about) the young Quakers matured enough to upset Catawba and to carry highly-rated Appalachian to the final seconds before losing by one touchdown.

"Despite some key personnel losses, with help from transfers and freshmen to add much-needed depth up front, the Quakers could be a factor in the Carolinas Conference," Coach Bob commented. "Anyhow, we feel it will be an extremely exciting season with plenty of high spots."

On the minus side of the pigskin picture are such losses as leading ground gainer Harold Allen, pass receiver Mike Hunt, defensive back Buddy Smith, and linemen Bobby Spain, Pat Withers, Dick Arculin, and Jerry Borzello.

On the plus side is the return of two outstanding performers after a year's absence. Halfback Danny Wheeling, who set a Guilford rushing record in 1967, is back after sitting out last season with a knee injury. Tackle David Mabry, All-Conference in 1967 as a sophomore, returned after being away a year.

Eager to help Guilford move up in the Carolinas Conference race this year are seasoned sophomores such as quarterback Charlie Christian, receivers John Dent and Jeff Clark, and linemen David Chestnut, Ed Allen, Fred Eubank, Greg Simpson, and Steve Sierocinski.

They will be taking the field with such veteran standouts as Ray Tavalaro, running backs Colon Carter and Larry Funkhouser, lineman Mike Stewart, Dick Woodard, and Dennis Carroll, and All-Conference defensive back Willie Inman.

Tavalaro, who passed for 700 yards in the final three games last year, appears ready for an outstanding senior season.

The Quakers open the 1969 season Saturday, Sept. 20, against Davidson College of the Southern Conference. The game will be played in Greensboro's Grimsley Senior High School Stadium on Westover Terrace. Kickoff is at 7:30 p.m.

You are invited to become a Charter Member of the

FRIENDS OF THE GUILFORD COLLEGE LIBRARIES

For many years individuals, companies, foundations, and organizations have demonstrated their concern for quality education through gifts to the Guilford College Libraries. In an effort to encourage such support on an extended and broadened basis, the Faculty Library Committee has authorized the formation of the FRIENDS OF THE GUILFORD COLLEGE LIBRARIES.

Purposes

The Guilford College Libraries contain one of the best undergraduate collections in the state of North Carolina. According to statistics which were published recently, Guilford College ranks eleventh (11th) in the state in total library collection size and eight (8th) in the state in volumes per student.

The purposes of the FRIENDS will be:

To serve as a medium through which members may advance their own intellectual pursuits and share their enthusiasm for books;

To serve as a medium through which members can gain an understanding of the college libraries, their quality, opportunities, needs, and limitations; and

To serve as a medium through which members can express their interest in helping the libraries improve their collections.

Benefits and Activities

FRIENDS OF THE LIBRARIES will enjoy borrowing privileges at either of the college libraries personally or by mail.

Annually the FRIENDS will be guests of honor at a tea in the Campus Library's Quaker Collection.

FRIENDS not already on the College's mailing list will receive free of charge a subscription to the *Guilford* Magazine

Activities of the FRIENDS and reports of purchases for the libraries from FRIENDS' funds will be published in an annual newsletter issued by the libraries.

Membership

Charles W. Phillips, a member of the N. C. House of Representatives and the Guilford Board of Visitors, has agreed to serve as the first president of the FRIENDS. A Governing Board for the FRIENDS will be chosen in November 1969.

You are invited to become a charter member of this new organization which needs your support. If you are interested, please complete the form shown below, clip it out, and mail it to the Director of Libraries, Guilford College, Greensboro, North Carolina 27410.

Please enroll me as a charter member of the FRIENDS OF THE GUILFORD COLLEGE LIBRARIES.

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I understand I will receive the *Guilford* Magazine and the FRIENDS' NEWSLETTER during 1969-1970.

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Books

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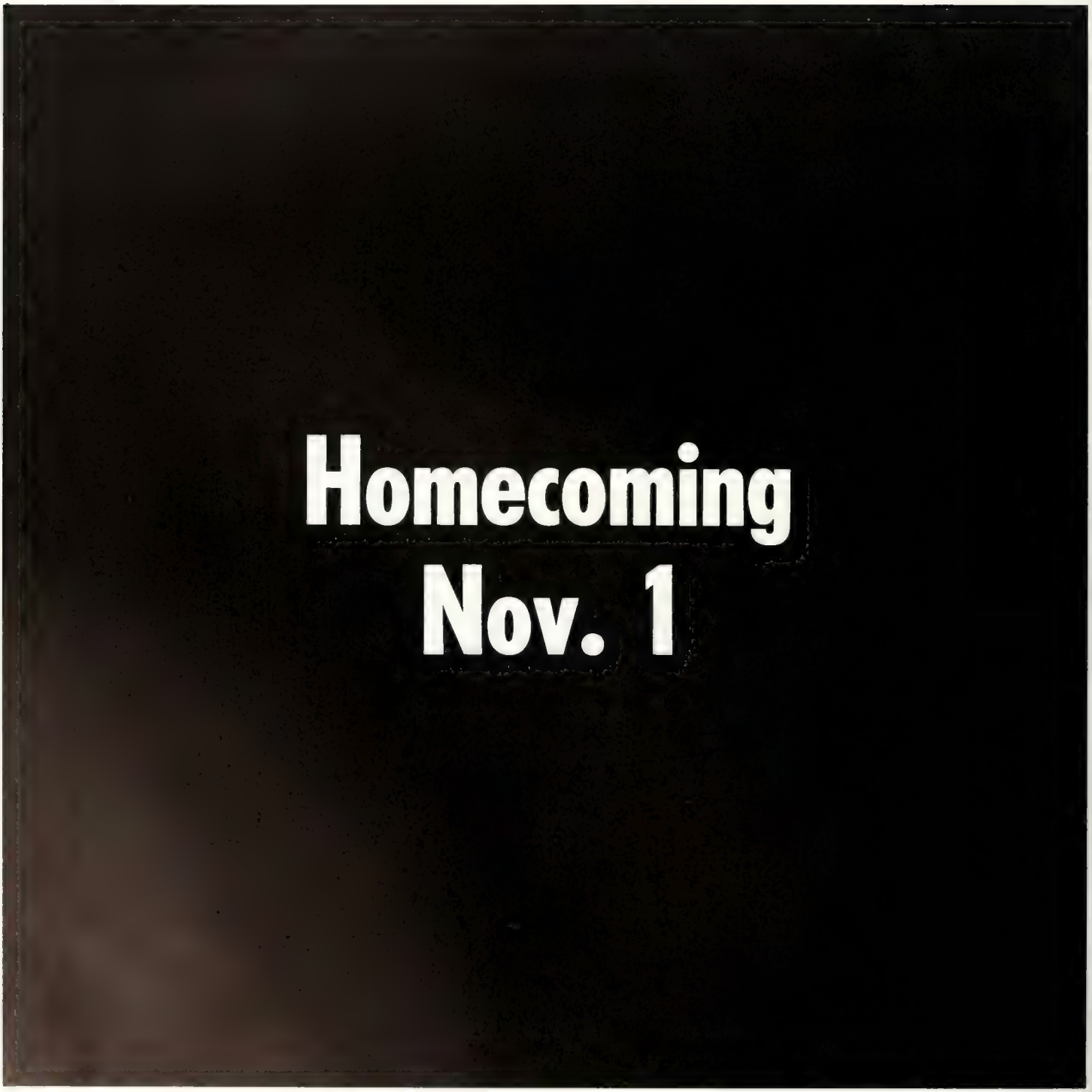


General Psychology: A Survey by Dr. Lewis R. Aiken, Jr., Dana Professor of Psychology. Dr. Aiken's book is intended for students and laymen desiring an overview of the field of psychology. Since the psychological literature is extensive and this is not a very large book, not a great deal has been said about any one topic; yet, it cannot be read lightly. An introduction to technical subjects like statistics and neurophysiology is given, and certain topics not ordinarily included in general psychology books are also treated. Dr. Aiken has also prepared a *Student's Workbook* to accompany the text.
Published by Chandler Publishing Company—$5.95.

From the Gym to the Jury by Dr. Herbert T. Appenzeller, Director of Athletics. Dr. Appenzeller's book gives direct, common sense answers to the question, "Who pays the price for negligence in physical education and athletics?" School officials, physical education teachers, and coaches should find his answers interesting and valuable. Topics discussed include: supervision, instruction, equipment, and facilities in physical education; injuries to participants and spectators at athletic events; and recommendations for avoiding costly court cases and pupil injury.
Published by Michie Company—$7.50.

GUILFORD
College Bulletin, Alumni Issue

GUILFORD COLLEGE
GREENSBORO, N. C. 27410
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WINTER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

Air, Water, and Noise Pollution in a complex society



Europe is waiting. Fabled Venice and fabulous Rhine castles. Canals, cathedrals, cobbled streets...come see it all, the world is yours.



Italy, France, England, Germany, Switzerland, Austria, Holland . . . the Guilford College Alumni Tour will take you there in luxury. You'll jet from New York July 11, 1970, and spend the next twenty-one carefree days making memories enough to last a lifetime. The cost is only $969 per person. For details write to William Benbow, Director of Alumni Affairs, Guilford College, Greensboro, N. C. 27410.

Detail of "Venice, the Quay of the Piazzetta" by Canaletto symbolizes Venice, one of the destinations of the Guilford College Alumni Tour.
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WINTER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

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EDITORIAL ASSISTANT
Dave Owens

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IN THIS ISSUE

Air, Water, and Noise Pollution in a complex society 2
Frederick W. Parkhurst, Jr.

Campus Notes 10

Class Notes 16

Remembering Katharine Ricks 24
Dorothy G. Thorne

COVER: A view of Manhattan as a heavy blanket of smog covers New York. Aero Service Corporation, Division of Litton Industries.

Letters to the editor may be addressed to: Editor, GUILFORD ALUMNI BULLETIN, Greensboro, N. C. 27410.

Letters

Sirs: The latest editions of the alumni magazine have been most stimulating and professional in character—the format, the photography, the writing, and spread of student thought. The students seem to have much more concern for problems that plague our country than they did ten years ago.

The College has come of age—you have a few Negroes on campus. It took long enough!

I must admit that I have been contributing only to my second alma mater, the University of Michigan, over the years since Guilford seemed to remain so provincial. Perhaps this has been unfair. It sounds as if Guilford's faculty has improved and the students are waking up.

W. FRANK LARAWAY '56
Silverhill, Alabama

Sirs: I am not pledging or giving anything to the Loyalty Fund. Two factors contribute to this. First, the article in the GUILFORD ALUMNI BULLETIN, September, 1968, entitled "Without Regard to Race, Color, or Creed" [about the recruitment of black students]. Second, I do not approve of the New Curriculum. The Core Curriculum seemed excellent. My oldest daughter is graduating under that program.

NAME WITHHELD
University Park, Maryland

Sirs: Although not an alumnus, the GUILFORD ALUMNI BULLETIN has occasion to cross my desk. I have been struck by the quality of the publication and through it to sense the quality of education which is occurring on the Guilford campus.

STAN C. BROADWAY
Staff Associate
North Carolina State Board
of Higher Education
Raleigh, North Carolina

Sirs: Some of us real "old timers" would like to see news of our age group in the GUILFORD ALUMNI BULLETIN, but we note that only items about more recent graduates are accepted. Many of us Guilfordians do not know what happens to the old graduates unless we can read about them in the alumni magazine.

ELLA YOUNG WOOD '13
Balsam, North Carolina

EDITOR'S NOTE: The news we print is the news that's sent. And the fact is that we receive a far greater volume of notes from more recent graduates than we do from the "old timers." Even though over half of Guilford's alumni have graduated since 1956, the magazine is still for all alumni. So keep those cards and letters coming in, Old Timers. If you have current news about yourself, we want to know it!

Air, Water, and Noise Pollution in a complex society

By Frederick W. Parkhurst, Jr.

An economist alarmed at the growing menace of pollution suggests some ways to clean up our environment

Today we are living on a polluted planet. There are at least three reasons for this pollution of our environment.

First, there is ever-increasing pressure from population, with resultant increase in waste, trash, and garbage.

Second, together with this growth in population, modern man has made tremendous strides in the development of technology, one consequence of which is industrial pollution.

Third, simply stated, pollution is profitable. We cannot expect much in the way of pollution control until we impose financial penalties on those who pollute our environment.

As a few illustrations of the extent of pollution today, the September, 1969, issue of *Trial* magazine, the official publication of the American Trial Lawyers Association, reported the following information:

1. Toxic matter is released into the air at the rate of 142 million tons each year from motor vehicles, factories, power plants, municipal dumps, and backyard incinerators.
2. More than 3.5 billion tons of solid waste is discarded each year—marring landscapes; adding to malodorous, polluting dumps; and breeding rats, disease organisms, and filth.
3. We suffer from microbiological contamination of food (compounded by use of "convenience foods" which require little or no heating); the fifty percent increase in food additives in the past ten years; pesticide residues on food crops; and traces of veterinary drugs in meat, milk, and eggs.
4. More than 500 new chemical compounds are introduced annually into industry, along with countless operational innovations which cause thousands of workers to suffer from cancer, lung disease, loss of hearing, dermatitis, and other occupational diseases.
5. Chemical, viral, and bacteriological wastes are contaminating our rivers and lakes—increasing the difficulty to find water supplies treatable for human consumption.
6. We are exposed to radiation from large-scale applications of nuclear energy, laser and microwave technology, medical x-rays, and radionuclides—against which science has only begun to develop protection.
7. Thousands of new miracle drugs are produced by pharmaceutical research to treat specific disease problems, but these drugs often cause unforeseen side effects and possibly serious genetic defects.

Some of the consequences of pollution result in what is known as "biological magnification." For example, low doses of chemical pesticides such as DDT will not directly kill birds. But the DDT does drain off into streams, rivers, and the ocean, damaging the fish. Birds and other wildlife eat the poisoned fish, which does

contain enough DDT concentration to kill the birds. Thus, DDT is believed responsible for the remarkable decline in many species of birds such as the bald eagle, the osprey, the peregrine falcon, and the sparrow hawk. These birds eat fish which have eaten plankton and other microorganisms in the water which have absorbed DDT.

"Biological magnification" is also seen in the use of DDT on elm trees to kill the Dutch elm disease. This DDT will not directly kill the birds. But when the leaves fall to the ground and are eaten by the earthworms, although the DDT doesn't harm the worms, it does accumulate in their tissues. When robins eat the worms, they accumulate it in even larger and finally lethal doses.

Another result of pesticides is the destruction of natural predators, beneficial insects, and similar wildlife, so that the pest populations have actually multiplied as a result of the pesticides.

A rather interesting example of unforeseen consequences in the use of pesticides was observed in certain villages in Bolivia. There, a DDT-malaria-control program aimed at mosquitoes killed the cats. This resulted in an invasion of wild mice harboring black typhus virus. Hundreds of persons died from the plague.

The disruption of the natural ecosystem is seen in what happened in Massachusetts. The Cape Cod cranberry growers spread chemical fertilizers on their cranberry bogs. These chemicals eventually ran off into the tidal inlets of the Cape where there exists a clam digging industry. These chemicals stimulated the growth of algae, which were eaten by the clams. When the algae decomposed enough gas was generated to make the clams buoyant. The clams floated to the surface, and drifted out to sea on the outgoing tides. Along with seriously injuring the Cape Cod clam digging industry, tons of rotting clams washed onto the beaches at Newport, Rhode Island, creating an air pollution problem of such magnitude as to threaten cancellation of the summer Newport Jazz Festival.

Probably, it would not have been thought that adding chemicals to help grow more cranberries in Massachusetts would have had the consequence of ruining the tourist trade in Rhode Island.

As you know, the human body and the surface of our planet is largely water; the earth is covered by a very thin envelope of air; and we depend upon the land area to provide enough fertile soil to support crops, forests, and animal species. Any pollution of the atmosphere, or of the soil, or of our water supply, is a threat to our continued life on this planet. Yet more and more people, together with technology, are disposing of personal, urban, and industrial wastes into the air, into the soil, and into our rivers, lakes, and down to the ocean. These wastes are endangering fish, bird, plant, animal, and human life.

Not only is there the problem of dumping sewage, detergents, garbage, chemicals, and radioactive wastes, there is now the problem of oil pollution. You may recall the recent oil pollution near Santa Barbara where an ocean oil well owned by the Union Oil Company spilled over 3.5 million gallons of oil along the California coastline. So far, over eight thousand oil wells have been drilled along the outer continental shelf. Since this is largely within the jurisdiction of the federal government, I would suggest that the Secretary of the Interior be authorized to refuse to grant oil leases until there are satisfactory controls to prevent further pollution.

The *New York Times* for October 26, 1969, reported that oil spillage and waste disposal in the Baltic Sea is now a serious problem involving Sweden, Finland, the Soviet Union, East and West Germany, and Denmark. Hydrogen sulfide from pulp and paper plants, and wastes from Stockholm, Helsinki, and Leningrad have killed fish in large areas. Birds have died from mercury poisoning. On Swedish initiative, and without dissent, the United Nations General Assembly has decided to convene a U.N. Conference on the Human Environment in 1972. In preparation for the conference, studies are focusing attention on, and arousing concern for, the economic and socio-cultural aspects of pollution, as well as the physical and the biological.

Serious air pollution probably began with the discovery of coal in the thirteenth century. At first, people were reluctant to use coal as a substitute for wood because of the noxious fumes. Attempts were made to discourage its use through heavy taxation, and at one time the death penalty was imposed for the burning of coal.

However, the increasing scarcity of wood and the growth of industrial activity brought coal into widespread use, so that by 1580 the air in London was polluted from coal smoke.

By 1700 the smog problem in London was so severe that people developed a pessimistic outlook on life and, as an escape from their misery, turned to alcoholism.

The most dramatic example of air pollution occurred during December, 1952, when four days of thick, black smog hung over London and took four thousand lives. This combination of smoke and moisture was so heavy that it was not possible to see as far as eleven inches in front of one's face. This is a dramatic instance of what is happening slowly but surely everywhere. Pollution of the atmosphere not only deposits dirt on clothing, corrodes metal and stone, produces noxious smells, and limits visibility, but also and more significantly, infects us from the moment of birth with injury to health resulting in a variety of diseases.

Sulphur dioxide, one of the pollutants from the combustion of coal, causes chronic catarrh, emphysema, inflammation of the lung's air passages, shortness of breath, and chronic fatigue. Persons with respiratory

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Frederick W. Parkhurst, Jr. is Associate Professor of Economics. This text was edited from his lecture for the freshman course, "Man in the Twentieth Century."

There are many, many

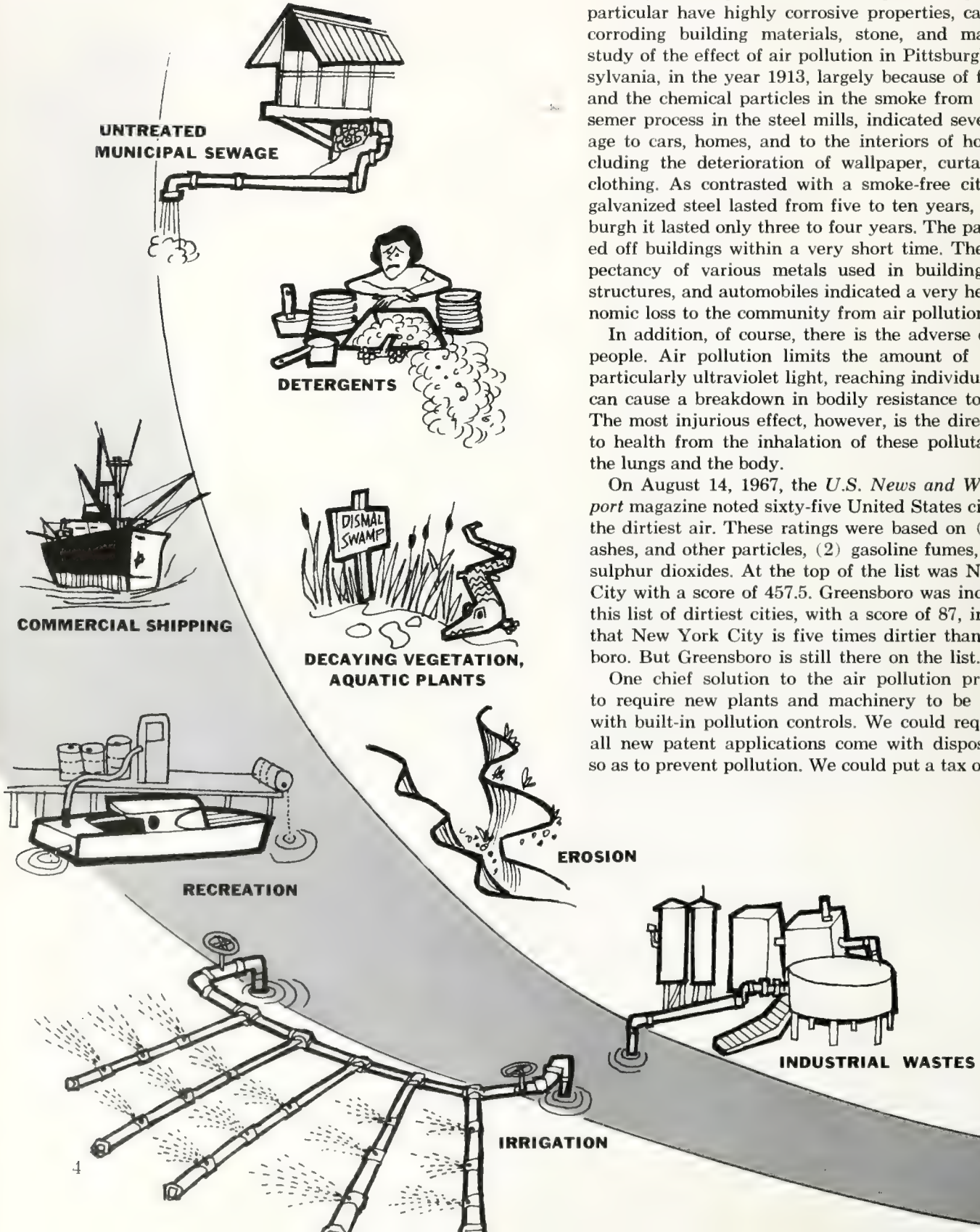
diseases such as asthma suffer the most from air pollution. Some pollutants in the air resulting from the burning of plastics emit a gas known as phosgene, a poisonous gas used in World War I.

Many of the pollutants and sulphur compounds in particular have highly corrosive properties, capable of corroding building materials, stone, and marble. A study of the effect of air pollution in Pittsburgh, Pennsylvania, in the year 1913, largely because of flue dust and the chemical particles in the smoke from the Bessemer process in the steel mills, indicated severe damage to cars, homes, and to the interiors of homes, including the deterioration of wallpaper, curtains, and clothing. As contrasted with a smoke-free city where galvanized steel lasted from five to ten years, in Pittsburgh it lasted only three to four years. The paint peeled off buildings within a very short time. The life expectancy of various metals used in buildings, other structures, and automobiles indicated a very heavy economic loss to the community from air pollution.

In addition, of course, there is the adverse effect on people. Air pollution limits the amount of sunlight, particularly ultraviolet light, reaching individuals. This can cause a breakdown in bodily resistance to disease. The most injurious effect, however, is the direct threat to health from the inhalation of these pollutants into the lungs and the body.

On August 14, 1967, the *U.S. News and World Report* magazine noted sixty-five United States cities with the dirtiest air. These ratings were based on (1) dust, ashes, and other particles, (2) gasoline fumes, and (3) sulphur dioxides. At the top of the list was New York City with a score of 457.5. Greensboro was included in this list of dirtiest cities, with a score of 87, indicating that New York City is five times dirtier than Greensboro. But Greensboro is still there on the list.

One chief solution to the air pollution problem is to require new plants and machinery to be designed with built-in pollution controls. We could require that all new patent applications come with disposal plans so as to prevent pollution. We could put a tax on smoke.



illains in the plot



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This might encourage such engineering designs and controls as filters, blowers, temperature controls, scrubbers, and dust reducers which can eliminate garbage in the air.

Speaking of taxes, I would like to suggest the application of property taxation to billboards. Right now the Congress and many states are paying people to remove billboards which are spoiling the natural beauty of our scenic ways. As an economist, I do not agree that we need to pay people to stop pollution. I suggest we remove the profit from billboard pollution by imposing heavy enough taxes on billboards so that property owners will take them down voluntarily.

This same principle is applicable to many other forms of pollution. It has been suggested, for example, that taxes be imposed on the manufacturers of automobiles according to the amount of exhaust pollution. If applied to industry generally, this would encourage manufacturers to install effective control devices and to develop pollution-free technology.

In addition to these measures, I propose that we should develop courses in the area of environmental protection, particularly in the medical, engineering, and law schools which are equipped to publish journals to suggest legislation. I also propose that an individual citizen should have the right to bring what is known as a "class action" on behalf of the public to prevent air pollution. Furthermore, I propose that all appointments to federal agencies, to state commissions, and to local boards, be on the basis that it is the duty of each public official to be vigilant in the protection of the environment, the consumer interest, and to prevent pollution. While this might mean wholesale unemployment for many of our present governmental bureaucrats, I think this would be all to the good.

IN ADDITION to the serious problems of water and air pollution, we now have to contend with a new form of pollution—sonic pollution.

Many people, even the well-educated, fail to realize the harm that permanent and excessive noise can do to the human organism, and the many other adverse consequences of sonic pollution.

Sound is a form of energy. Very loud sounds can inflict physical injury. This can be seen, for example, where an opera singer can project the power of his voice so as to shatter a drinking glass.

As part of the natural background of our human environment, the level of sound varies from one part of our planet to another, as does individual susceptibility to its harmful effects. While a minimum amount of sound is considered normal, and even desirable as a warning device against dangers, beyond this minimum any increase in the level or frequency of sound pollutes the atmosphere by making the human environment that much less livable.

Simply stated, unwanted sound is called "noise." The more technologically advanced man becomes, and the more crowded the population, the more noise man tends to generate. In order to appreciate the significance of noise, and sonic pollution, I call your attention to the Mabaans.

Of all the places on earth inhabited by man, scientists recently discovered what appears to be the most peacefully quiet region of this planet. It is the White Nile jungle of the primitive Mabaan tribe in southeast Sudan. Undisturbed by modern civilization until 1956, the Mabaans live in a state of cultural development characterized as late Stone Age. Except for the wind in the palms, a clap of thunder, the bleat of a goat, the cry of a child, or the sounds of human conversation, the Mabaan natives enjoy a remarkably noise-free environment. Both peak and background noise are at an extremely low sound level. They do not use drums, nor do they shout or sing except at festivals.

Until the Mabaans were first systematically studied in 1960 and 1961, medical experts had assumed that hearing loss was primarily a function of aging. However, the Mabaans maintain a consistently high degree of hearing sensitivity throughout their entire life span, so that even seventy-year-old natives often have a much keener sense of sound than young men and women in the United States. In fact, the Mabaans have superior hearing to any other group of humans ever tested anywhere. Interestingly, when natives occasionally leave the tribe to live in a noisy city, they become subject to hypertension, coronary heart disease, and ulcers.

The outstanding medical discovery in examining the Mabaans was the apparent connection between health and noise. There is an interrelationship of physical, psychological, and community well-being with the amount of noise to which man is subjected. In other words, noise disrupts the ecosystem. Thus, unlike "civilized" inhabitants of complex, mechanized urban societies, the Mabaans in their tensionless, noise-free natural environment enjoy a total lack of many health problems, such as obesity, hypertension, and coronary thrombosis. The Mabaans have no problems with appendicitis, ulcers, high blood pressure, hearing loss, or cardiovascular illness. The Mabaans have no heart diseases. Whereas blood pressure in Americans "normally" increases progressively with age, Mabaans whether ten years old or ninety years old have exactly the same constant blood pressure.

On the other hand, the Mabaans do suffer from the usual childhood diseases and also get malaria, dysentery, pneumonia, pulmonary tuberculosis, and yellow fever. None of these sicknesses, however, is related to the physical impact of and the nervous tension associated with noise.

WE CAN COMPARE the Mabaan environment with our own. This is done by means of a sound-pressure meter which measures the intensity of sound in decibels. Named after Alexander Graham Bell, a decibel represents the logarithmic value of the physical level of

sound. The base was initially established at one unit for the minimum audibility of the human ear, or the threshold sound discernible by the average young adult with good hearing.

Because the decibel is a logarithmic measure, an increase in decibels represents not merely an addition of sound but a multiplication of sound. Thus, a study in the Boston area showed a suburban school playground to be exposed to 58 decibels of sound whereas a city school playground, because of traffic noise, was exposed to 78 decibels of sound. The difference in these two readings, 58 and 78, means that the city school children were exposed to about 100 times the sound intensity of the suburban school children. This could be compared to the Mabaan environment which measures from only 34 to 40 decibels.

In their quiet environment, only 34 to 40 decibels, the Mabaans have no noise problem. But when these natives are exposed to the same levels of noise to which we in modern societies are subjected, they begin to suffer much the same symptoms. A typewriter measures 65 decibels; a printing press, 80 decibels (which is industrial exposure with known noise-induced hearing loss); a pneumatic jackhammer, 94 decibels; a boiler factory, 107 decibels. The threshold of actual physical pain from sound is at 120 decibels. A jet plane at takeoff generates 150 decibels, and a jet rocket launching, 175 decibels.

Exposure of the Mabaans to loud noises in the 95 to 110 decibel range during a five minute period caused definite constriction of the blood vessels which lasted for twenty-five minutes after the noise ceased. The overall effect of continuous noise is to alter the supply of blood throughout the nervous system, causing both hearing loss and elevation of the blood pressure. This helps explain why the United States has the highest incidence of arteriosclerotic heart disease in the world.

Why does noise upset our health? Because of our body's alarm system. A sudden loud noise is a danger signal, and we react. We automatically get ready either to run or to defend ourselves. Our muscles tense and we jerk. Our abdominal blood vessels contract to drive extra blood to our muscles. This produces that feeling of the stomach turning over. In an instant the liver releases stores of glucose—blood sugar—to provide fuel for the muscles which must be ready to run or to fight. This also helps the blood to clot in the event of injury, so that it is better to be frightened before an injury occurs since this fright will protect us from excessive bleeding. This internal upheaval, even on a less severe level, if repeated again and again, is exhausting physically and mentally, and ultimately can cause a nervous breakdown.

Considering the biological limits of the human ear and the human nervous system, our modern mechanized civilization exposes us to excessive noise. To offer just a few examples, everyday experience with noises involves all the many machines within the home, such as the vacuum cleaner, and outside the home, such as the power lawn mower, including our occupational activities and other noises from manufacturing, jet aircraft, and the varieties of motor vehicle traffic noise, the "banshee siren" often used by police, transistor radios played in public places, demolition of buildings, housing construction work, and street repairs employing the pneumatic drill and jackhammer.

Chronic exposure to these noises during the day may build up enough emotional response to make a person feel tense, nervous, ill-at-ease, irritable, and anxious. This interference with solitude, peace, quiet, comfort, and relaxation may prevent proper rest at night. Sleep which is insufficient, erratic, and deprived of dreaming may result in headaches and head noises, nausea, vertigo, outbursts of rage, somatic manifestations such as stomach problems, ulcers, and the triggering of allergies such as hives. At worst, the noise-subjected individual can be driven over the brink into insanity.

WHAT CAN BE DONE about this? Among other possibilities, I suggest legislative and legal remedies which include court injunctions against industrial noise, requiring screening of excessive sounds, regulation of noise-generating activities, effective zoning requirements, well-developed acoustical building codes, and the application of the Workmen's Compensation Statutes to cover occupational loss of hearing.

An interesting application of the compensation principle is seen in the case of *Causby* v. *United States* (328 U.S. 256) decided in 1946. John Causby was a Guilford County chicken farmer who sued the authorities of the Greensboro-High Point Municipal Airport which was used during the Second World War to train military pilots. The Air Force used Mr. Causby's farm for dive bombing practice. The court ruled that even though the ground was not physically touched, where these flights caused such noise, smoke, dust, fumes, and fright that the landowner could not sleep, talk, or conduct his business, then in effect his property was being used as a public highway, and the government must pay him for it.

It should be remembered that the *Causby* case arose at the time of piston-powered airplanes, before the present jet age. Jets were not used in regular passenger service until October of 1958. While piston-powered airplanes generated a great amount of annoyance, jet aircraft noise is far more annoying, and it is only with the jet age that such noise becomes a major problem.

Decided in Texas in 1966, the *Hodges* case (355 F. 2d 592) is a good illustration. Originally the government had paid Hodges $81,891 for injury to his land from the piston-powered airplanes. But the introduction of B-52 military jets at the nearby airfield caused even more damage. The invasion of sound and shock waves caused houses to shake, cattle to stampede, pecans to fall off the trees, and forced workmen to stop their labor to hold their ears as protection against the noise. Mr. Hodges collected additional damages of

$61,100. But the harm caused by *sub*-sonic jets, which have no sonic boom, is insignificant compared to the potential injuries if we are ever subjected to the *super*-sonic jet with its sonic boom.

What is a sonic boom? Sonic boom is a physical phenomenon associated with speeds faster than sound. At sea level, the speed of sound is approximately 760 miles per hour. It was only with the development of air flight technology that such man-made speeds have become significant. Since mechanized speeds of this magnitude are relatively recent in human experience, the sonic boom is still unknown to most of us.

It was not until the 1950s that aircraft approached the speed of sound. Prior to that time, all flight was *sub*-sonic, and there was no problem of sonic boom. Certainly, the noise from the subsonic jets with which we are familiar today cannot compare with the widespread damage which will be caused by supersonic jets. The speed of sound is referred to as "Mach 1" named after Ernst Mach, a Czech-born German physicist who contributed to the study of sound. Beyond Mach 1 there is a sonic boom. Pilots do not hear sonic booms, but persons on the ground do. A sonic boom is not just one big explosion. It is a continuous shock wave. Experience with military supersonic jets and experimental models has given us clear evidence of the consequences of sonic booms.

Wide World Photos



A sonic boom over Colorado Springs May 31, 1968, shattered windows and damaged buildings at the U.S. Air Force Academy. Cadets inspect the damage.

Test pilot dives at Palmdale, California, in 1953, created enough sonic pressures to break windows, knock down plaster ceilings, and crack doorframe beams on the administration building of the Palmdale Airport. At the Oklahoma City National Air Show in September, 1956, a sonic boom did $500,000 damage at the Will Rogers Airfield. The terminal building lost almost all of its plate glass windows, and over three hundred property owners filed claims.

A "secret" flight in 1958 was no longer a secret, having left a trail of shattered windows all the way from Seattle to Chicago.

In Montgomery, Alabama, on May 18, 1958, a control tower at Dannelly Field was totally destroyed when a jet exceeded the speed of sound. This was not a temporary structure but a well constructed building of reinforced concrete, steel, and massive aluminum vertical ribs. Also, a metal building on the field burst apart and collapsed. Not only was window glass blown out by the sonic boom, but heavy metal girders were twisted out of shape and the aluminum spandrels were ripped off, bolts and all.

Again in 1958, this time in Texas, a well-constructed warehouse only two years old, built of metal and frame and containing three carloads of lumber, was subjected to the sonic boom caused by a jet flying at supersonic speed, and the air pressure unseated the girders beneath the building, capsizing it, so that the building suffered total destruction.

A supersonic flight over San Francisco on April 7, 1959, shook tall buildings, knocked down plaster, cracked walls, and blew up sprinkler systems in a seventy-five-mile strip. Early in 1962, a B-52 flew at supersonic speeds from Los Angeles to New York at altitudes of from 30,000 to 50,000 feet for most of the flight, during which it created a forty-mile-wide transcontinental sonic boom cracking windows from coast to coast.

So far, three major series of sonic boom tests have been conducted in the United States—in 1962 over the greater St. Louis area, in 1964 over Oklahoma City, and in 1965 over the Chicago area. St. Louis citizens filed 1,624 claims to recover for property damage and made about five thousand formal complaints against 150 terrifying sonic boom blasts.

The sonic boom tests over the Chicago area resulted in 2,964 property damage claims, and an additional 7,116 formal complaints. In Oklahoma City there were more than 4,000 property damage claims, including one submitted by Mr. and Mrs. Bailey Smith to recover damages when their home was split in two by a sonic boom. Mr. and Mrs. Smith were awarded $10,000 compensation by a federal court. In addition to property damage claims, 15,000 persons complained concerning disturbance of sleep, rest, and relaxation.

Scientific experiments conducted about the same time indicated that supersonic sound can not only cause permanent damage to the human auditory system but can also destroy the submolecular life of living cells.

Exposed to supersonic sound, ocean plankton undergoes profound changes in only five to ten seconds, and in five minutes chloroplasts lose color and die.

MANY FEDERAL OFFICIALS, however, have not been convinced. Senator Barry Goldwater has called the sonic boom "the sound of progress." The Air Force and aviation industry interests are working together to promote the civilian SST, the supersonic transport.

In 1965, at the White Sands Missile Range, Mr. Gordon Baines, then director of the SST program, explained to newsmen that many people who claimed their property had been damaged by sonic booms only imagined the damage. He said, "I believe there's a great deal of psychology in this." At the very moment he was speaking, at that precise instant, a jet fighter slammed through the sonic barrier and the booming shock wave blew out two plate glass windows near Mr. Baines. Each of these windows was seven-by-twelve feet. The sonic boom not only shattered the glass all around Mr. Baines, but it knocked over a screen which hit another official on the head. Moments like these are rare and must be cherished.

In 1967, then-Secretary of Interior Udall protested that sonic booms from military aircraft have caused damage to the prehistoric cliff dwellings at Mesa Verde National Park in Colorado, and also to Bryce Canyon, Utah.

On August 3, 1967, the *New York Times* reported that a sonic boom over a village in France resulted in the death of three persons who were inside a farmhouse which collapsed from the sonic boom pressure.

On August 7, 1969, a U.S. Navy F-4 Phantom jet's sonic boom did $250,000 damage to the small city of Kelowna, British Columbia, in ten seconds. The *Toronto Globe and Mail,* August 8, 1969, reported, "About seventy-five percent of the windows in an eight block area of downtown Kelowna were reduced to shards. Seven persons were cut by flying glass."

In France and England, churches and monuments have suffered sonic boom damage. According to the French newspaper *Le Petit Marocain* of August 14, 1969, thirteen persons have been killed by sonic booms.

In September of 1969, a sonic boom from a Swedish military plane broke a thick glass window on an ocean-going ship carrying sonic boom research men, and thus destroyed the myth that sonic booms over the ocean are harmless. In fact, ocean transport owners, fishing fleet operators, and over 150 yachtsmen have organized to protest the proposed SST.

There is excellent economic evidence to indicate that the privately financed jumbo subsonic jets will be much more profitable and satisfactory than any government-subsidized civilian supersonic. The SST is not the "sound of progress." There is nothing "progressive" about injury to health, property damage, and the misallocation of resources. As for prestige as a reason for the SST, I suggest that the hostile reactions likely to be created by the sonic boom all over the world should not be expected to enhance the "prestige" of the United States. Indeed, Switzerland has outlawed the passage of supersonic flight aircraft, Sweden has done likewise, and many other countries, including Canada, are moving in that direction.

I suggest that the United States ought to give its citizens similar protection. The only theoretical advantage of the SST is flight speed, and this difference may not be significant. There is a tendency for the economic principle known as the law of diminishing returns to begin to remove any gains from faster and faster speeds. Jet ports cannot be too close to cities, so that the time saved in flight may well be lost in getting to the jet port.

No more than a small handful can possibly benefit from the supersonic transport, while most of the population is being threatened. I suggest we impose absolute legal liability on ultra-hazardous activities, such as the operation of jet aircraft. As it has in antitrust legislation to penalize monopolistic practices, Congress could discourage misconduct by authorizing triple damages. Thus, I recommend a policy which will permit the continued operation of subsonic jet aircraft under carefully drawn rules, regulations, restrictions, limitations, and liabilities designed to protect the public interest.

But the supersonic transport with its sonic boom can and should be stopped now by a positive decision to withdraw all federal financing and to prohibit its appearance in the public airways, so that there will be *no* supersonic flight over either land or the oceans.

Any reasonable analysis of the facts indicates that the sonic boom is intolerable, and social sanity requires constructive choices in the allocation of resources and billions of tax dollars. A decision against the sonic boom would really represent progress in the employment of science and technology for human benefit, would promote the continued enjoyment of the natural environment, and would contribute toward an improvement in the quality of life for all mankind.

BACK IN 1941, President Franklin Delano Roosevelt proposed his famous "four freedoms" as essential to the dignity of men everywhere in the world. These were (1) freedom of speech and expression, (2) freedom of worship, (3) freedom from want, and (4) freedom from fear.

I think we have now reached the point in our historical development that we must add a fifth freedom as essential to the quality of life upon this planet.

I propose that we recognize a new freedom—not just freedom of speech, press, petition, assembly, and religion; not just the right to equality of opportunity; not just freedom from arbitrary searches, seizures, invasions of privacy, and confiscations of property; but freedom from pollution—the freedom to breathe clean air, to eat uncontaminated food, and to enjoy our natural environment.

Campus Notes

King Hall Expansion to Triple Science Facilities

The first major expansion of Guilford's science facility in twenty years is underway.

Hard-hatted workmen struck the first blows of demolition to the sixty-year-old wing of King Hall in late December. Once the rubble of worn-out classrooms and laboratories is cleared away, builders will start to work immediately on the $750,000 science addition to be constructed on the same site.

Dr. Robert Bryden, Professor of Biology and chairman of the faculty-appointed Buildings and Grounds Committee, said the new wing to King Hall will provide Guilford with "some of the most modern, up-to-date laboratories and lecture rooms anywhere.

"With the addition we'll be able to have a highly equipped physics department for the first time; we'll have one of the most up-to-date psychology departments; and we'll be able to add a very essential microbiology lab," explained Dr. Bryden.

A simultaneous renovation of the front section of King Hall, built in 1949, will expand the facilities of the biology and chemistry departments as well as provide space for the newly organized geology department.

The new three-story structure will nearly triple Guilford's science facilities. One floor will be entirely devoted to physics. Another floor will be used for general science instruction, and the third floor will contain classrooms and a psychology laboratory complete with cubicles and research rooms for small group instruction.

Designed by the Greensboro architectural firm of McMinn, Norfleet and Wicker, the Georgian-style building will bring the architecture of the whole of King Hall into a degree of uniformity. The addition of the new wing will convert the present L-shape of the science building into an H. Constructed of red brick, the new wing will contain approximately 18,850 square feet. Target date for completion of the new building is early 1971.

All classes affected by the demolition of the old wing have been accommodated in other buildings on campus. Renovation of King Hall's newer wing will be done during the summer vacation period. The new wing will be air-conditioned as will be the older section when renovated.

During the last ten years, Guilford's science enrollment has more than doubled, said Dr. Bryden, explaining the need for the new facilities. "The college has strengthened its science curriculum by adding a major in geology and by doubling its chemistry and physics staffs. The old building became badly outdated, and we desperately needed more specialized laboratories, classrooms, and equipment," said Bryden.

The trustees, recognizing the urgent need for better science facilities, authorized proceeding with plans for the building a year ago. Even though only $191,256 has been raised so far towards the price tag of $750,000, the trustees are confident that the necessary funding will come from gifts and grants from businesses, foundations, and specific individuals.

The money on hand has come from a variety of sources. The Charles A. Dana Foundation has contributed $100,000; Dr. Edgar V. Benbow of Winston-Salem, $36,256; the Z. Smith Reynolds Foundation, $25,000; R.J. Reynolds Tobacco Company, $25,000; and the Esso Education Foundation, $5,000.

Artist's rendering shows rear view of the $750,000 King Hall addition to be completed early next year.

Drawing by D. R. Redmond '61





E. P. Brown '26



Stanley Frank



W. B. Edgerton '34

Frazier Steps Down, Brown Moves Up

Edwin P. Brown, Sr. '26 was elected chairman of the Guilford College Board of Trustees October 31, replacing Robert H. Frazier '19 who retired after serving as board chairman nineteen years.

Frazier, a Greensboro lawyer and former mayor, was praised in a resolution passed by the board members for his long years of leadership and service to the college. He was first appointed to the board in 1931. Only a few days before, Frazier stepped down as chairman of the A and T State University trustees.

Edwin Brown, a member of the board since 1941, has served as vice-chairman for several years. He is the retired president of American Timber Products Company, a division of the Georgia-Pacific Corporation. He lives in Murfreesboro, North Carolina.

After accepting the resignation of trustee Luby R. Casey '20 and naming him trustee emeritus, the board appointed Greensboro businessman Stanley Frank and Indiana educator William B. Edgerton '34 to seats on the board.

Frank, president of Carolina By-Products and vice-president of the Greensboro Ice Hockey Club, is the third non-Quaker to be named to the previously all-Quaker board. Last May the trustees approved expanding the board from eighteen to twenty-four members with six of the positions to be filled by non-Quakers. The other two non-Quakers appointed full trustees last smumer were Seth C. Macon '40 of Greensboro and W. Linwood Beamon '32 of Burlington, North Carolina.

Edgerton, a native North Carolinian, is Professor of Slavic Languages and Literatures at Indiana University in Bloomington, Indiana. He taught modern languages at Guilford from 1939 until 1947.

In addition to Brown, the other executive officers elected for one-year terms were Rufus White of Greensboro, vice-chairman; Byron A. Haworth '28 of High Point, secretary; and Horace S. Haworth of High Point, treasurer.

"Honeymoon Is Over," Mayhew Tells Visitors

The honeymoon between society and higher education is over, and private liberal arts colleges are being forced "for the first time in history" to do something they have been "deplorable" at—planning.

Distinguished educator Lewis Mayhew of Stanford University traced the 1947 to 1957 "courtship" and the 1957 to mid-1960s "marriage" at a seminar during the Guilford College Board of Visitors' annual meeting November 7 and 8.

"Society and higher education were a happy couple," declared Dr. Mayhew, himself a member of the college's Board of Visitors. "Higher education pledged itself to work, to cure heart disease and cancer and problems of the internal city. Society believed."

Then came 1969, the "Age of Disillusionment, of Skepticism."

Foundations which had been generous in giving to colleges began to divert their gifts toward solving social problems.

" 'That was the end of the bull market for higher education,' " Dr. Mayhew quoted a colleague for saying, admonishing himself for not thinking of it before his friend did.

Tax reformers grew skeptical, too, he said, and legislators passed bills which hurt private schools and colleges. Congress seemed to "not really care" about higher education and used tax money in other areas.

Something was happening, meanwhile, to the key to all colleges—students.

"The year 1957 was the high point of a silent, apathetic generation of students who accepted the drudgery of higher education because they thought it would be good for them," he pointed out.

Now? Pow!

"Young people are skeptical of this stock-in-trade," he said. "Successively, freshman classes into the 1970s will be increasingly skeptical of many things colleges try to give them.

"Do you know where the generation gap is? The real generation gap?" he asked. "It is between the college freshman and the college sophomore. Because of what they are learning now before they get to college, the freshmen make the radicalism of the sophomores look hopelessly middle-aged."

Dr. Mayhew suggested that liberal arts colleges should have this "essential mission" in the 1970s: Define the clientele you can best serve, and develop a program for that clientele which that clientele will pay for.

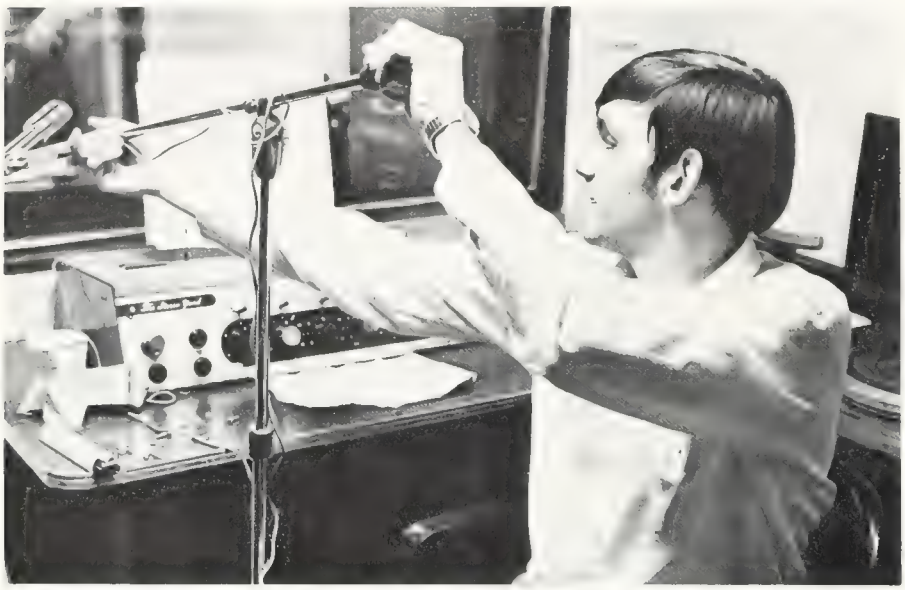
In addition to discussing the weekend topic, "The College and Today's Student," the Board of Visitors elected their executive committee and named new members to the board. Re-elected chairman of the ninety-member board was Edwin A. Bescherer, executive director of Bell Telephone Laboratories in Greensboro. John

Harden was elected vice-chairman and Carl O. Jeffress, secretary; both men are from Greensboro. Serving as members-at-large on the executive committee are: Benjamin Cone, Arnold A. Schiffman, Edward R. Zane, all of Greensboro; and William A. Tomlinson '29 of High Point.

The seven new business and civic leaders appointed to the board were: A. A. Brame, Ralph Edwards, Henry E. Frye, Charles McLendon, E. S. (Jim) Melvin, and William H. Sullivan, Jr., all of Greensboro. Walter Dobbins, Sr. of Daytona Beach, Florida, was also named to the board.

The Board of Visitors was formed in the fall of 1968 to serve as "ambassadors of good will" for Guilford College.

Photo by Jim Willson '72



Hugh Mills '72 readies new radio station for first broadcast.

WQFS-FM: Radio on a Shoestring

Guilford College is on the air!

WQFS—90.7 on the FM dial—began broadcasting January 6 from its cozy campus home in the basement of Duke Memorial Hall, bringing to fruition a four-year dream of some ambitious students aware of the potential of radio communication.

Organized as the Fine Music Broadcasting Society, those students set out to establish an educational FM station on the campus. Proof that they succeeded can be heard from 4:00 P.M. until midnight when listeners are offered a varied program of news, information, and easy-listening music.

WQFS is rated at a maximum output of 10 watts, and its rated area is a five-mile radius of the transmitter, but during the first test broadcast a listener from nearby Burlington called to sing out the good news that the fledgling station was coming in loud and clear! This may be because Guilford College is located on the highest terrain in Guilford County.

Billing itself as an "easy-listening, fine music station," WQFS will feature regular broadcasts of classical and jazz music and albums of Broadway musicals.

"This range, we believe, will reach a large listening audience of students and faculty as well as the community surrounding Guilford College," according to Hugh Mills, a sophomore from Mount Airy, North Carolina, who is president of the Fine Music Broadcasting Society and station manager.

"We want to be the station that all of Greensboro would like to tune in," Hugh said. "However, our first and foremost thoughts in programming will be of Guilford College and its student body."

While the twenty-member FMB Society is composed largely of novices in the field of radio broadcasting, it has set itself some lofty goals.

"Our purpose is to promote an interest among the student body in fine quality broadcasting and to make students aware of its great potential as an educational medium," Hugh explained.

The station will provide an educational service to the people of Greensboro and surrounding area and thereby project the cultural image of Guilford College while being an instrument of information and entertainment to the campus, he said.

"This can be accomplished in a variety of ways through news programs, campus service announcements, and special programming of shows of particular interest to students," he continued. "In this function the Society feels it offers a unique and dynamic service to the campus in general.

"If the students understand the purposes of the station and become aware of the potential here—and know that the station is here for them and not just for FMB Society members—then we should grow in every sense of the word," he commented.

"You know, development of the station might eventually lead Guilford College into the area of study concerning educational programming," he added.

Although he was still in high school during the "early days" of the campaign to get the station, Hugh knows the facts well.

The student legislature approved the constitution of the FMB Society in the fall of 1965 and voted the organization limited funds from student activities fees. Then, on October 26, 1966, the Board of Trustees of Guilford College approved the request to make application to the Federal Communications Commission for permission to construct and operate an educational station on the campus in behalf of the FMBS.

Pleased at their support on campus, the students ventured out into the world and found support, cooperation, and assistance they had not thought possible.

Several commercial stations such as WQMG, WAAA, WTOB, and

WGHP-TV donated equipment and encouragement. Bill Young, First Class Engineer for educational television at the University of North Carolina at Greensboro, offered to install equipment and be ever-ready with advice.

Along the way, John W. Googe of Winston-Salem, a 1950 Guilford graduate, headed a drive among alumni which matched dollar for dollar the money on hand for purchasing the transmitter.

"We received some records from private collections and record companies, but this is where a strong need still exists for either money to buy records or have them donated to the station," Hugh said.

Judging from past performance, the go-getting Fine Music Broadcasting Society of Guilford College will go get that, too.

The Verdict... Not Yet Rendered

Yes, Guilford College is reviewing its athletic program.

Yes, Guilford and other regional colleges are discussing formation of a new intercollegiate athletic conference.

No—an emphatic no—Guilford College is not giving up all intercollegiate athletics.

"That is absolutely false," replied President Grimsley T. Hobbs to the rumor making the rounds among sports-minded alumni.

The rumor was born and began to grow when President Hobbs, at the request of the athletic department, appointed a twenty-member Special Athletic Committee to make a study of athletics at Guilford College.

"The special committee is not to de-emphasize athletics; it may decide to build up our athletic program," Dr. Hobbs pointed out, adding that the committee is composed of faculty, alumni, students, trustees, and administrators as well as the regular Faculty Athletic Committee.

Dr. Herb Appenzeller, director of the athletic department, explained, "Five years ago when we went to a full scholarship athletic program, we asked that the program be reevaluated in four years. At that time, of course, we had no idea that the program would have the success it has had. But, at a meeting in Pinehurst in mid-October, we asked for the study committee. We wanted to clear up the situation and determine our future course."

Commenting additionally, Dr. Jerry Godard, executive dean of the college, said the special committee is looking at the entire question of intercollegiate athletics and is studying the kind of athletic program a college such as Guilford should have. Specifics being reviewed are the cost of the athletic program, the eligibility of players, and the nature of the athletic conference in which Guilford should participate.

Godard emphasized that any recommendations coming from the ad hoc committee will have to be "considered by the normal decision-making bodies of the college—students, faculty, administrators, and ultimately, the trustees." Recommendations are not expected until the committee completes its study at the end of the academic year.

Admittedly, finances are an important item in the consideration.

"We counted so heavily on our opening game with Davidson here this season," Dr. Appenzeller said. "It was going to put us on top financially. You know what happened. It rained, and we lost money on it."

Athletic budget figures prepared by college business manager David Parsons reveal estimated expenditures of $194,708.50 and receipts of $93,208.44 for the 1969-70 fiscal year.

The *Guilfordian,* student newspaper, distributed among homecoming alumni November 1, questioned both the college's expenditures for intercollegiate athletics and the behavior of the players.

As for the question of a possible new athletic conference in Guilford's future, Dr. Appenzeller said college representatives attended a meeting December 12 at Emory and Henry College in Virginia to consider forming a new intercollegiate conference. Delegates attending were from colleges with small student bodies. Most schools are church-related.

"Guilford's representation at the exploratory meeting did not mean that we are not pleased with the Carolinas Conference," Dr. Appenzeller said. "Ours is one of the finest small college conferences in the country."

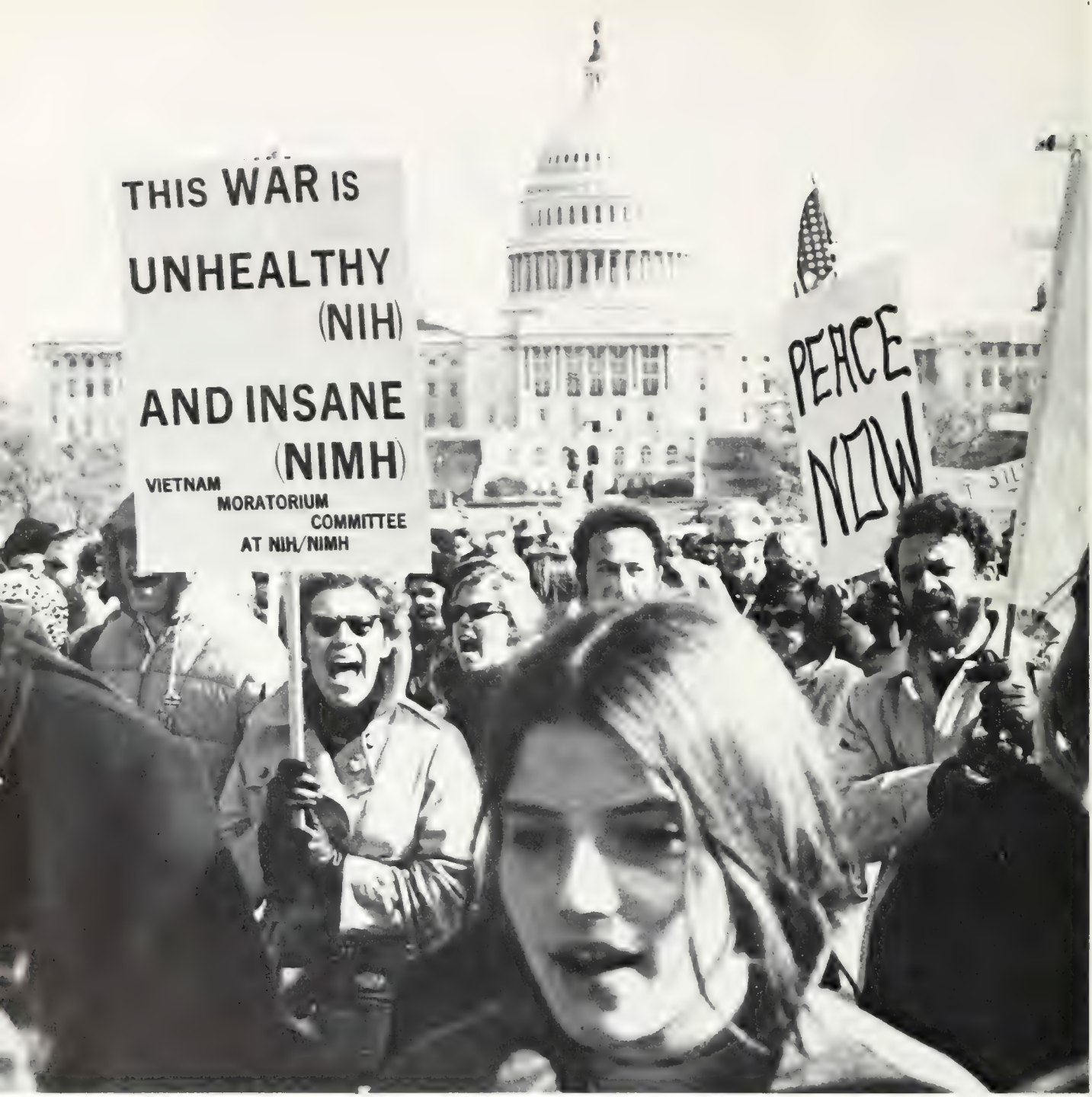
Color it May 9

Circle it . . . check it, but mark your calendars for Alumni Day Saturday, May 9. That's the day all alumni are being invited back to the campus to recapture some time-worn memories and to sample the latest thinking of today's breed of college students.

This year Alumni Day is being held on May Day weekend rather than the traditional commencement weekend. Frank Crutchfield '25, chairman of the Alumni Day Reevaluation Committee which recommended the change in dates, says that by having Alumni Day earlier "returning alumni will get a better idea of what the college is like now and will have a chance to meet the students. Before, on commencement weekend all the students had gone home but the seniors. We never really had a chance to see the campus in action and to meet students."

Crutchfield also says that the earlier date should enable more alumni to attend. "We've had many alumni to say they couldn't come back for Alumni Day because either they had children who would be graduating elsewhere at the same time, or if they were teachers, they couldn't be away at the end of the school year. This new date we hope will be more convenient for everyone."

In addition to participating in the annual campus May Day festival, returning alumni can look forward to an off-campus dinner-dance and to an alumni golf match. Class reunions will be held for the anniversary classes of 1920, 1945, and 1960. Other classes also having reunions are: 1921, 1922, 1925, 1930, 1935, 1940, 1946, 1947, 1950, 1955, 1961, 1962, and 1965.



Photos by Jim Willson '72





Students Do the Moratorium Thing

By Steve Elrod '71

Some fifty students joined hundreds of thousands of peace demonstrators for the November march on Washington

We arrived in Washington on Friday night, too late for Dupont Circle but in plenty of time for the Saturday morning march. We became immersed in a crowd on the Mall so thick that movement was impossible.

A loudspeaker blared, "Okay now, that Fourth Street crowd move out." Our bodies were pressed together so tightly that we could only respond with a glacial forward lean.

"Here comes the curb," somebody said. Held up by the pressure of human flesh, my feet drifted off the curb and we were on our way to the Washington Monument.

The warbles of Peter, Paul, and Mary greeted us as we approached. We seated ourselves on the grass to listen. There were several singers, notably Arlo Guthrie and Pete Seeger, all of whom played guitars and sang on monotonously predictable themes.

William Sloan Coffin offered a long-winded prayer, and Dick Gregory launched into a Bob Hope-ish monologue, straining for a laugh at each remark. ("I'm afraid Spiro Agnew is the type who'd make a crank call on the hot line," etc.)

I was interested in two of the speakers: a girl who dropped out of school in the tenth grade to do radical organizing, and a guy who started an anti-war military union. The Vietnam War is no mistake, the girl said. It is a result of the way we live, just like the draft and the educational systems.

"What we are doing is perfectly legal," proclaimed the unionist fearlessly. "And if Nixon doesn't bring the troops home, they'll come home by themselves!"

David Dellinger began orating energetically against Nixon, the war, and his imminent conviction as a member of the Chicago Eight. I decided that the people were more interesting than the events, and tried to leave. It was the same everywhere—people too jammed together to move.

Led by a persuasive female companion, I wended my way out and goofed on to a pro-war demonstration and some Hari Krishna dancers. We were then swept up by some determined looking people with Vietcong banners and wet handkerchiefs.

We found ourselves in front of the Justice Department building, and the crowd was chanting, "Free Bobby Seale! Free Bobby Seale!" My companion said goodbye and scurried to the street corner, where she observed a brick shattering a window. She dashed up the street, pursued by a cloud of tear gas.

I heard the cannisters explode and looked around. The crowd was boxed in on three sides by cops wearing gas masks. In the tense interlude while the first gas cloud dispersed, I saw the American flag run down the flagpole and the National Liberation Front flag hoisted.

I had no handkerchief. I noticed a man with a sock over his mouth, and I yanked off my boot and started breathing through my own sock.

I saw a dozen people in a free-for-all, ripping the American flag to shreds. A calm fellow with a water bottle dusted my sock with baking soda and wet it.

Someone shouted, "Stay tight and they can't beat us!"

A voice crackled, "Clear the area immediately or you *will* be arrested."

Firecrackers exploded in front of the police lines. I heard the pop of tear gas guns and joined others intoning: "Walk! Walk! Don't panic!" My face began to sting. The sock was useless. I couldn't see. I couldn't breathe.

The crowd was blindly fleeing west on Constitution Avenue. I started to sprint while holding my breath, and I didn't stop until I was out of the gas and across the Mall. Girls and guys were leaning on each other, gasping and crying hysterically.

Returning to the Monument, I realized that it was getting dark. Kids were breaking police barricades apart to build fires, about which were huddled the bedraggled revolutionary forces shivering from the cold.

I thought of Napoleon's retreat from Moscow. These children, having played their game with the cops, thought they had seen the real thing.

I went to Dupont Circle, hoping to find the girl I was with there. She wasn't. The militants straggled in—regrouping, they announced to a heckler.

An angry black man denounced them, saying, "You're only for yourself! You're a honky! You're a racist! Why don't you quit messing in other people's fight?"

One of them bellowed back: "I am not! I'm for you! I'm for the people! All power to the people and annihilate the pigs!"

They decided to keep the ball rolling and go downtown again before the action died away. About forty or fifty strong, this indefatigable cohort raised its banners and proceeded down Massachusetts Avenue and was soon out of sight.

I went to the pad of a former Guilford student where I washed the tear gas residue off my face. I called the house where we were staying.

The girl was there, and that was where I wanted to be. After an invigorating day of riot and insurrection, it certainly would be nice to return to a warm bed.

(Left) Demonstrators rimmed by policemen marched for peace.

Steve Elrod, a junior from St. Louis, Missouri, is majoring in English. The above text is reprinted from the student newspaper, "The Guilfordian."

Class Notes

Received as of November 10, 1969

1908

Elsie White Mendenhall and her sister, *Marianna White Johnson* '22, have moved to 2300 Revolan Drive, Greensboro. Marianna is the wife of W. C. Johnson.

1912

Since his retirement in 1953, *Henry Watterson Smith* has been dealing in real estate.

1923

Clementine Raiford Strowd is the director of Chatham County Social Services. Her son *Elvin* '48 is on the faculty at Duke University, and her son *Charles* '69 is working with Sears, Roebuck in Greensboro.

1926

Since his retirement in 1966 from the Capital Coca-Cola Bottling Company, *George T. Kinney* devotes part of his time to income taxes. He and his wife, Zemora, live at 2602 Clark Avenue in Raleigh. They have one daughter and three grandsons.

1927

Isabel Cox Cude is the principal of Bessemer School, Greensboro. She writes that her daughter, Rose Cude McConnell, recently moved to Brussels, Belgium, after living in Puerto Rico for three years. Her other daughter, Margaret Cude Ward, lives in Burlington. Isabel has two grandsons —David Wendell Ward, four, and Robert Allen Ward, Jr., two.

1928

Charles Weir teaches social studies in the Warren County, Pennsylvania, School District. He is married to the former Verna Huff.

Sudie Draughon Cox is a resident hall counselor at East Carolina University.

1929

C. H. Friddle of Greensboro retired in September as assistant vice-president and chief administrator of the combination division of Pilot Life Insurance Company after forty-three years with the company. He joined Pilot in 1926 as director of personnel and service in the combination division. Friddle was promoted to assistant vice-president in 1964.

1931

Benjamin Beach, an attorney in Lenoir, North Carolina, was sworn in as Judge of the Twenty-fifth District Court October 1 in the Burke County Courthouse. Beach had been solicitor for twelve of the twenty years he has practiced law. He began his law practice in 1949. He is a former mayor of Hudson, N. C., and is past Noble Grand of the Independent Order of Odd Fellows.

Marshall H. Barney is the Baltimore District Manager of the Social Security Administration. He and his wife, Mary, have two married sons; one is an Episcopal minister and the other teaches at Yale University.

1932

Allen J. White is the executive director of Foulkeways, a life-care retirement community, in Gwynedd, Pennsylvania. He and his wife plan to attend the Eleventh Triennial Meeting of the Friends World Committee to be held in Sigtuna, Sweden, in August of 1970.

1933

This year *Melvin H. Lynn* is celebrating the thirtieth anniversary of his business, Loy and Lynn Plumbing Company in Burlington, North Carolina. He entered business in April, 1939.

Since May, 1969, *Mary Edith Camp Gardner* has been employed as change and medication nurse at Hillcrest Senior Citizens Home in Suffolk, Virginia. Her third grandchild arrived June 12, 1969.

1935

M. Rose McGinnis Wilkerson is director of pupil services and is school psychologist at Roselle Park, New Jersey. Her son *Frank Wilkerson* '66 is a second year student in the School of Social Work at the University of North Carolina at Chapel Hill. Rose lives at 300 Hyslep Avenue in Westfield, New Jersey.

Walter P. Copeland is a physicist and lives in Newton Square, Pennsylvania. The 1969 summer issue of the Guilford alumni magazine erroneously reported that Walter was teaching at Louisiana State University.

1936

Virginia Neece Hewitt became the assistant librarian at College of the Albemarle, a community college in Elizabeth City, North Carolina, in August, 1969. Previously she had been school librarian in the Pasquatank County Schools. She has three sons: Edwin, Calvin, and David.

1938

Betty May Trotter Wagoner is employed at Moses H. Cone Memorial Hospital in Greensboro as a staff nurse in the maternity division. She has one son, Joel, who is a junior premedicine student, majoring in psychology, at Duke University.

Charles M. Mendenhall, Sr. recently was named "Realtor of the Year" for High Point, in recognition of his service to the community. Mendenhall is a former member of the High Point Board of Adjustment and is a director of the Home Builders Association. He is a past president of the High Point Board of Realtors and the Kiwanis Club. As secretary-treasurer of "Citizen Housing," he has spearheaded efforts this year to create more economically priced homes for low-income families. He is married to the former Mary Frances McDonald. They have two sons. Charles, Jr. is associated with his father's realty firm, and Russell Lawrence is a student at Western Carolina University.

Burton Hill is working in the sales division of Mutual Life Insurance of

Canada. He has five children and two grandchildren.

1941

Theodore M. Mills is currently serving as Chairman of the Department of Sociology at the State University of New York at Buffalo.

Col. Winfred Herbert Meibohm has joined the faculty of Elon College as assistant professor of social science. He and his wife *Rebecca Waggoner,* have one daughter, Mrs. Mary K. Green. Col. and Mrs. Meibohm live on Route 1, Burlington.

Mary Ruth Kimrey McKinney is employed in Virginia's Fairfax County School system. Her daughter *Carla* entered Guilford in '69 and is participating in the honors program.

1942

Walter C. Patzig is serving as administrative assistant to the Department of Chemistry at Louisiana State University's College of Chemistry and Physics. Walter writes that he has continued his long-time interest in woodworking. Last summer he hand carved a large wooden Alter Cross which was used for the first time at services commemorating the 150th anniversary of the Episcopal Church in Baton Rouge. The cross of inlaid wood was carved from Honduras mahogany and was modeled after the Bishop's Pectoral Cross. In his home studio Walter also hand carves box purses. He says the purses, made from natural finished cherry and walnut are "finding a ready market." His wife is the former *Mildred Easterbrook* '44.

1943

Thelma Edwards retired as a teacher in May, 1969. She is living at 405 Avery Street, Raleigh. Thelma spends her spare time tutoring students in English, French, and reading.

Last June *Robert Rohr* was elected to the Niskogana School Board in Schenectady, New York. He is a physicist for General Electric Company, and was recently elected president of the Schenectady Chapter of International Torch Clubs, a professional men's club. His wife, *Alice Ekeroth* '46, is a psychologist for Draper Schools. She directed and wrote an innovative educational project, which was published by the Optometric Extension Program Foundation in Duncan, Oklahoma. The Rohrs have three sons: Ned, twenty; Ken, eighteen; and Vic, fifteen.

1944

Shirley Ware Brunkhardt is a social worker with the Child and Family Services of Connecticut. Her husband is a design engineer with Pratt and Whitney Aircraft. They live in South Glastonbury with their three daughters: Leslie, Pamela, and Robyn.

Colin P. Osborne, Jr. is a dentist in Lumberton, North Carolina. He and his wife, Fran, have four children: Colin III, Pamela, Rebecca, and Elizabeth.

Sara Elizabeth Hadley was awarded an M.A. degree in education by American University, June 8, 1969.

1945

R. Hilton Davis was appointed general manager of legislative action with the U.S. Chamber of Commerce in October. He was promoted from the managership of the National Economic Development Group. Davis has previously been an FBI agent; executive secretary of the Tarboro, North Carolina, Chamber of Commerce; and editor of the Tarboro *Daily Southerner.*

1948

David H. Brown, Jr. and *Mae Raiford Brown* '46 are living at Friends Boarding School, Barnesville, Ohio. David is director of development, and Mae is librarian. They have three children: Christine Brown Gregg (married November 1, 1969); David H. Brown III, nineteen; and Walter Brown, seventeen.

1949

G. Howard Allred is serving as pastor of Epworth United Methodist Church, Concord, North Carolina.

Dr. William C. Talley is a practicing radiologist in San Diego, California. He and his wife, Twylla, have three children: Sue, Emmy, and Joe.

1950

Joe E. Cash received his master's from Appalachian State University in August, 1969. He is currently teaching English and serving as guidance counselor at Forbush High School in Yadkinville, North Carolina. Joe and his wife, Dorothy, and their two daughters live on Route 1, Yadkinville.

Richard L. Hall has been named vice-president of Burlington Socks, a division of Burlington Industries. Hall has been with the company for fifteen years. He is now in charge of international sales and coordinating all domestic and foreign operations relating to sales and manufacturing. Hall lives in West Caldwell, New Jersey, with his wife, Shirley, and their two children: Rick, ten, and Sally, six.

C. W. McCraw is the vice-president and general manager of Noble Leasing Company, which he joined three years ago. His wife, *Lena Adams McCraw* '48, is a school teacher.

1951

Willis Fussell is operations manager for Pepsi-Cola Bottling Company in Atlanta. He and his wife, Margaret, have four children aged ten to sixteen. Willis manages a little league baseball team and enjoys barber shop quartet singing. The Atlanta Chapter of the S.P.E.B.S.Q.S.A., of which Willis is a member, placed fourth in international barber shop singing competition recently.



GENE S. KEY '51

Gene S. Key has been elected savings officer of the Southern Federal Savings and Loan Association in Pompano Beach, Florida. He will also direct Southern Federal's advertising and public relations program. For nine years Gene was Alumni Secretary and Director of Publicity at Guilford College. He resigned in 1967. He is married to the former Polly Marshall. They have three children.

1952

Dr. Lee B. Kennett, Coordinator of Graduate Programs in History at the University of Georgia, delivered the 1969 Algie I. and Eva M. Newlin Lecture at Guilford October 3. His topic was "Napoleon in America." He has received degrees from the University of North Carolina at Chapel Hill, the University of Mississippi, and the University of Virginia. He attended the University of Paris under a Fulbright grant from 1960 to 1961. He was a member of the Guilford College faculty as a pro-

fessor of history in 1967-68. He has also taught at the University of Mississippi, Converse College, Southern Illinois University, and the University of Toulouse. He is the author of *The French Armies In the Seven Years' War.*

Max O. Welborn is an automobile broker with Welborn Motors of Yadkinville, North Carolina. Max and his wife, Peggy, have three children: Max, Jr.; Lark Norena; and Charlie Lee.

Karl J. Reinhardt writes that he finished his Ph.D. in linguistics at the University of Texas, which led to a promotion at the University of Houston. He spent the summer at Vanderbilt University in Nashville, Tennessee, working with Portuguese teachers.

1954

Dr. Billy L. Ferguson, who recently opened his practice in Greensboro, has received a commendation medal for outstanding service in pediatrics while on his tour of duty at March Air Force Base in California. The former major received the award for work at the regional and consultant hospital, where he initiated training programs and clinics to insure efficient and prompt care. Dr. Ferguson received his medical degree from Bowman Gray School of Medicine in Winston-Salem.

Jim Lomax and his wife, Judy, announce the birth of a son, Justin, born September 9, 1969. They also have a daughter, Kirsten, six. They are living in Alexandria, Louisiana, where Jim will be stationed as a representative of the Commandant of the Eighth Naval District until May, 1971.

1955

Margaret Darrow is a medical technologist at Denver's General Hospital. She works in the maternal and infant care program and in one of the neighborhood health centers.

Bertha Hughes Wrenn writes that she has opened a Baldwin Electro-Piano Laboratory in which group piano is taught. She and her husband, Jack, recently attended a symposium at the Baldwin Company in Cincinnatti, Ohio. Their home is at 111 Forestdale Drive, Jamestown, North Carolina.

Arnold and Beverly Broome Leary are now living in Baldwinsville, New York. He is production supervisor with Anaren Microwave in Syracuse. The Learys have four children: Thomas, twelve; Ruth, ten; Jan, eight; and Susan, six.

After receiving an M.A. degree and a sixth year certificate of advanced graduate study from the University of Hartford, *William B. Potter* is currently teaching English and American history at Webb Junior High School in Wethersfield, Connecticut. His thesis entitled "Discipline in the Elementary Schools" received state recognition and has been used in many of the state teachers' colleges. Potter; his wife, Catherine; and their eight-year-old daughter live at 119 Dale Road in Wethersfield.

Rev. Vernon C. Tyson of Oxford, North Carolina, was the guest speaker at Horne Memorial United Methodist Church in Clayton for a special week of services in October. He is married to the former Martha Carolyn Buie, and they have four children.

1957

Dolores Davidson Chambers and family recently moved to a new home in Hillsdale Lakes, Summerfield, North Carolina. "Dee" is married to Ervin H. Chambers, a film technician for WFMY-TV, Greensboro. They have two children: Karen Denice, ten; and Leslie Diane, five. "Dee" is a first grade teacher at Guilford Elementary School near Greensboro.

Barrie Winton Heitkamp and *Carol Jean Yow* '65 were married September 21. Their address is Route 6, Box 305, Greensboro.

Howard H. Haworth, previously vice-president and merchandise manager of Heritage Furniture Company, has been appointed vice-president and merchandise manager for Drexel Enterprises. He and his wife, the former Patricia Garrison, and two daughters, Ellen and Lucy, live in Morganton, North Carolina.

Henry A. Mitchell, Jr. is an attorney and a partner in the Raleigh law firm of Smith, Leach, Anderson, and Dorsett. He is the father of two sons, Mitch, six, and Mike, five; and one daughter, Martha Helen, one.

George Thomas Taylor has been named assistant professor of anatomy at the College of Osteopathic Medicine and Surgery in Des Moines, Iowa. He received his Ph.D. in September from the University of Massachusetts where he was a teaching assistant for the past two years.

1958



J. Howard Coble '58

Howard Coble, a former Republican member of the North Carolina House of Representatives, was named Assistant U.S. Attorney for North Carolina's Middle District Court. He was sworn into office as assistant to U.S. Attorney *William Osteen* '53.

1959

Asa Robert Modlin has been named principal of the new Ireland Drive Elementary School in Fayetteville, North Carolina. His wife, *Cynthia Ann Moore,* teaches at Seventy-first Street Elementary School. They have one daughter, eight years old.

1960

James H. Askins is presently serving at Brooke General Hospital, Fort Sam Houston, Texas, as a physician on the orthopedic surgery staff of the U.S. Army Medical Corps. He and his wife, Sharon, have two daughters: Holly and Michelle.

Robert I. Burns, Jr. moved to Effinger School in Lexington, Virginia, last summer to serve as principal. He previously was principal of Goshen School for three years. He and his wife, Jane, have five daughters ranging in age from seven to one.

Morton Goodman has been elected vice-president of Kirschner Brothers Oil Company in Philadelphia. His wife is the former *Patricia Ann Kirschner* '63.

Howard T. Hinshaw is currently a Resident in Internal Medicine at Parkland Memorial Hospital, Dallas. He and his wife, Virginia, have two daughters: Beth, two years old, and Karin, eleven months.

Romona Barrow Mitchell is teaching the third grade at Meadow Lane School, near Seymour Johnson Air Force Base in Goldsboro. She and her husband, Jim, have an eight-year-old son, Clint, and a five-year-old daughter, Marla. They live at Route 8, Box 154, Goldsboro.

1961

W. J. Brewer has been appointed general agent for Pilot Life Insurance Company in Greensboro. He is a chartered life underwriter and will head the company's ordinary division general agency. He joined Pilot in 1960. He and his wife, the former Barbara Barrier, have two children.

Douglas Purnell Connor is an attorney in Mount Olive, North Carolina. He and his wife, Miranda, have three children: Suzanne, nine; Douglas, eight; and Julie, five.

In June, 1969, *J. Warren Corderman* was appointed to the faculty of State University of New York at Binghamton as an administrative assistant to the dean in the division of science and mathematics.

Frederick K. Horner, Jr. and his wife, the former *Vanda Warner* '62, are living in Whitingham, Vermont. Fred is teaching an adult art class, and Van is working as a teacher's aide. They have two daughters, Tacy and Dana.

Harold and *Carolle Triplette James* '63 live in Virginia Beach, Virginia, where Harold is the owner and manager of the Bali Hai Motel. They have a three-year-old daughter named Kristi. They wrote in November that they were expecting a brother or sister for Kristi in December.

Elizabeth Bell Heritage Farquhar is the executive secretary of the American Foundation for the Blind and is attending George Washington University Law School at night. She has completed the first year of a four-year night course. She is married to Norman J. Farquhar, a mortgage finance director for the National Association of Home Builders. The Farquhars live in Wheaton, Maryland.

1962

Mary Greenwood Walker teaches girls' physical education at Northampton High School. She lives in Exmore, Virginia.

William Kent Apple was married to Claudia Huckabee August 30. He is a member of the North Carolina National Guard and is employed as an internal auditor for the Great Atlantic and Pacific Tea Company.

Jimmy Childress, who earned his Ph.D. from Yale University, is now with the Department of Religious Studies at the University of Virginia. He returned to Guilford in October to lecture to students on the "Ethics of Leadership."

Barry L. Cook has been promoted from assistant secretary to assistant vice-president by the directors of Wachovia Bank and Trust Company in Raleigh. He is a member of the Raleigh Board of Realtors and the Raleigh Homebuilders Association.

John M. Wasson, Jr. is a co-founder and associate director of the Chapel Hill Independent School, an experimental private school for students whose needs are not being met by the public schools. He and his wife, Mary, and their son, Brad, age six, live at 608 Sugarberry Road in Chapel Hill, North Carolina.

1963

Robert Dick Ayers, Jr. is a Greensboro consultant with Approved Personnel. *Becky Hendrix Ayers* '68, his wife, taught at Claxton Elementary School and is presently a housewife. They have one son, Robert, age three.

Howard M. Braxton, Jr. is the basketball coach and athletic director of the College of the Albemarle in Elizabeth City, North Carolina.

Curtis Dickens is co-owner of Williams and Company men's clothing store in Reidsville, North Carolina. He is married to the former Sandra Cole. They have a one-year-old son, Craig.

Margaret McLaren Dawson has been living in Zaria, Nigeria, where her husband, John, is doing research and teaching physics at Ahmadu Bello University. She is teaching in the University Elementary School.

Robert F. Hamlin married Anita Carolyn Imes on June 29, 1969. He is the Inventory Management Specialist, Warner Robins Air Material Area (AFLC), Robins Air Force Base, Georgia.

Ken Miller recently became the Mutual Fund Sales Manager for the Greensboro office of Merrill, Lynch, Pierce, Fenner, and Smith.

Mickey A. Herrin has joined the law firm of Jordan, Wright, Nichols, Caffrey and Hill of Greensboro as an associate. He received his law degree from the University of North Carolina at Chapel Hill in June, 1969. He and his wife, the former Ann Everett, and their son live at 2514 Lafayette Avenue, Greensboro.

Kenneth B. Hedrick has been promoted to assistant product manager in the marketing department of R. J. Reynolds Tobacco Company. He has been assigned to Embra, the company's new entry in the women's cigarette category. He joined RJR in 1966 as a salesman in the Columbia, South Carolina, field sales division.

Molly Milner, wife of *Montie Milner,* gave birth to a daughter, Bernadette Ann, March 17, 1969. Montie is the assistant to the president at Burlington Hosiery Company, a division of Burlington Industries in New York City. They live in Ridgewood, New Jersey.

Margaret Seymour is employed by the U.S. Government Schools, overseas division, as a teacher. She has taught in Slone, Korea, for three years, and has traveled in the Far East, Australia, and New Zealand. This year she is teaching in Heidelberg, Germany.

1964

After completing his tour of duty with the Marine Corps in September, *John Crooks Bailey III* entered Appalachian State University and is working toward a master's degree in physical education. He will be living in Boone this year with his wife, the former *Judy Greene* '66, and their daughter, Ellen Richards Bailey, born April 22, 1969.



C. E. Brizendine '64

Charles Evans Brizendine recently completed his initial training at Delta Air Lines' training school at the Atlanta Airport. He has been assigned to the airline's New Orleans pilot base as a second officer. Prior to joining Delta, Brizendine served in the U.S. Air Force.

After two years with the Peace Corps in Venezuela, *Michael Patrick Clifford* attended Xavier University and received his master's degree last summer. He is now assistant analyst-programmer in the computer department of General Electric in Cincinnati. He lives at 2085 West Clifton, Apartment 35, in Cincinnati.

Mary Louisa Drake was married to *James Joseph Byrne* August 16. They live in Knoxville, Tennessee. She was employed as recreational

therapist at the North Carolina Orthopedic Hospital in Gastonia. She also spent two years with the Peace Corps in Honduras.



E. N. Williams '64

E. Newsom Williams, Jr. is teaching psychology in Chapel Hill at the University of North Carolina and is finishing a course for his Ph.D. in educational psychology. He spent the three preceding years teaching at Guilford. He is living at 626-D Hibbert Street in Chapel Hill.

Alma Mae Ethin is teaching English and Spanish at Grimsley High School in Greensboro.

Stanley Heist and his wife, Brenda, gave birth to their first child, Elizabeth Dawson Heist, born June 6, 1969. Stanley is an assistant trust officer with the Provident National Bank in Rosemont, Pennsylvania.

Daniel B. Gregory is employed by the North Carolina National Bank in Greensboro as a mortgage loan officer.

Rosemary Ann Budd Lentzen is employed by the Cell Research Institute at the University of Texas as a research scientist assistant, working with electron microscopy. Her husband, Donald, is a graduate student in microbiology at the University.

The new head basketball coach at Durham High School in Durham, North Carolina, is *David Odom*. He will also serve as an offensive aide to the football team.

1965

Peter Laurence Gordon who is acting in Hollywood under the name Peter Laurence, appeared in an October episode of "Here Come the Brides," the ABC television series. He will also play the part of a newspaper reporter in the movie *The Great White Hope*. Peter is married to the former Chris Kauffman.

Donald Ray Johnson and Nancy Brady Alton were married August 17. They live at 2717 Shady Lawn Drive, Greensboro. He is vice-president of A-1 Rentals.

David Charles Mickey and Virginia Parker Gerard were married August 9, 1969.

Vinton McIntire Prince, Jr. received his Ph.D. in English history from the University of Virginia in August. He is now an assistant professor of history at Nebraska Wesleyan University in Lincoln, Nebraska. He and his wife, *Judy Hill Prince* '65, live at 5400 Madison Avenue, Apartment 3, Lincoln.

Capt. I. B. Southerland III has served his third rotation in the past two years with the Air Force. Recently he spent ten weeks in England and visited other West European countries plus Greece and Turkey. He and his wife, Carol, spent a three-week vacation this past summer in Europe with the *Don Chipmans* '65.

H. Michael Watts has been promoted to assistant vice-president of Stockton, White and Company, a Raleigh-based mortgage banking firm. Previous to joining Stockton, White in 1968, Watts was employed by Jefferson Standard Life Insurance Company in Greensboro.

1966

Michael and *Molly Shoaf Brady* '67 are expecting their second child in May. They and their four-year-old son, Troy Brady, live at 321 Arbor Drive, Columbia, South Carolina. Michael is a paper salesman for Dillard Paper Company.

Rachel Diana Charles and Charles Christopher Huppert II were married August 2. They live on Cloud Crest Hill, Bloomington, Indiana.

Barry Eisenberg has joined the Winston-Salem office of R. J. Reynolds and Company as a registered representative. He recently married Lynn Brenner. They are living in Ramsgate Apartments in Winston-Salem.

Sandy Gann and Ruby Jeanette Hackett were married August 9. Sandy is studying toward a master's degree in physical education at the University of North Carolina at Greensboro and is employed as a teacher and head basketball and baseball coach at Northwest Guilford Senior High School.

Nestus Gurley, Jr. and his wife, the former Charlotte Donat, are in Saudi Arabia, where Nestus is working under civil service. He is associated with the Army Corps of Engineers supervising the operation of the Saudi Arabian government television. Previous to this assignment, he was television station manager at Redstone Arsenal in Huntsville, Alabama. The Gurleys will be in Saudi Arabia for at least the rest of this year.

James Franklin Morgan became associated with D. P. Whitley, Jr. in the practice of law last September. He and his wife, the former Ann Tinsley, and their daughter, Lea Evans, live at 1024 Cantering Road, High Point.

Patricia LaRochelle and Frank Dailey were married June 21, 1965. They have a daughter, Sarah, born March, 1966, and a son, Franklyn IV (Teddy), born December, 1968. The Daileys live at 84 Elm Street, Worcester, Massachusetts.

Ronald Julian Lashley and Marcia Lynn Edmondson were married August 2. He is quality control technician for the Joseph Schlitz Brewing Company in Winston-Salem. They are living at 1801 West Market Street, Greensboro.

David Lee Klingler and *Linda Welch Grandy* married May 6, 1967, after which they moved to Honolulu, Hawaii, where David was stationed at Fort Shafter. Currently, he is a captain serving in Vietnam with the 198th Infantry Brigade near Chu Lai. Linda is living in Pearl City, Hawaii, and is teaching at the Army Education Center at Fort Shafter while he is away.

Since his discharge from the Army in September, *Robert H. Millikin III* has been in a training program with Wachovia Bank and Trust Company in Winston-Salem. He will work in the Trust Department. He has been married for two years to the former Karalee Turner of Newton, North Carolina. As a lieutenant in the Army, Robert received a citation for the commendation medal. He performed exceptionally outstanding service as one of the original instructors in the Army Preparatory Training Company and later as an officer in charge of various areas. He was at Fort Bragg, North Carolina, from March, 1968, to September, 1969.

Phillip B. Simpson and Judith Ellen Byrd were married August 2. They live in Regency Apartments in Winston-Salem.

William Marshall Woodard was married August 9 to Stephanie Marie Rodman. He is employed in Raleigh by the North Carolina National Bank. They live at 5015-B Fort Sumter Road, Raleigh.

William Eskridge of Winston-Salem is now associated with the realty firm of Dancy-Galloway. He is concerned with the buying, selling, and leasing of residential, commercial, and industrial property. Bill was formerly with Schneider, Hill, and Spangler as a personnel consultant.

1967

Henry Luther Coble III and Celia Ann B. Kehne were married October 31, 1969. They are living on Route 7, Frederick, Maryland. Henry is an agent for Prudential Life Insurance Company.

Martha Lou Chilton was married to Wayne Hudson Neas August 2. They live at Route 4, Bedford, Virginia. She is teaching school.

Peter H. Clarke has worked for the Hartford Insurance Group for the past two years as a programmer. Before joining the Hartford Group, he spent four months at the Albert-Merrill Institution, a computer school in New York City. Peter has also just finished teaching a programmer's training class.

Robert B. Chambers and his wife, the former Mary O. Riley, announce the birth of their first child, Robert, Jr., born September 16, 1969. The Chambers live in Mt. Pleasant, South Carolina, near Charleston, where Robert is associated with Joseph P. Riley Real Estate and Insurance Agency. Robert is director of Charleston's mini-parks program and is executive vice-president of the Charleston Jaycees. He is also director and treasurer of Hope Kindergarten, a preschool facility for retarded children.

Lt. Mike O'Bryan was commissioned to serve one year in Vietnam in December, 1968, after spending a year at Fort Sill, Oklahoma.

John Walter Podolski III and Ruby White were married September 21, 1969. They live in Norfolk, Virginia, where he is stationed with the U.S. Coast Guard.

William T. Partin received his master's degree in history last June from Ohio State University. Bill plans to work toward a Ph.D. on a National Defense Fellowship, specializing in English history. He and his wife, Judy Carol, live at 1764 Northwest Boulevard, Apartment A, Columbus, Ohio.

Buck Pearce is the assistant division manager of R. J. Reynolds Tobacco Company. He and his wife, the former *Carole Bradsher* '66, live at 160 Cannonbury Road, Dayton, Ohio.

Clyde O. Padgett is the supervisor of technical publications at the Western Electric Company in Winston-Salem.

Larry Eugene Rogers and Jane Karen Lake of Shawnee, Oklahoma, were married October 25, 1969. He is a senior at the University of Houston Law School and is an army veteran. They are living in Houston, Texas.

Donald Eugene Norwood and Marlene Kearns Briles were married August 9. He is employed by Western Electric Company in Winston-Salem as a field operations specialist.

Daniel Crockett Surface and Sallie Margaret Pait were married August 9. Danny received his master's degree from the University of Tennessee in August.

John Van Etten and his wife, the former *Doris Myers* '70, gave birth to their first child, a daughter, Robyn Lee, on October 17, 1969. The Van Ettens are living in North Olmstead, Ohio.

1968

Kathryn Jean Crutchfield was married to Louis Philip Stein August 23. She is employed as medical technologist at the North Carolina Baptist Hospital in Winston-Salem.

Raford H. Estep, Jr. was accepted into the professional society of the American Institute of Industrial Engineers in September, 1969. Ray is a wage practices specialist for Western Electric Company in Winston-Salem.

Elizabeth Bryden Hooks, daughter of Guilford's Robert Bryden, professor of biology, announces the birth of a daughter, Luisa Suzanna, born September 19, 1969.



Bob Kauffman '68

Basketball ace *Bob Kauffman* has been traded to the Chicago Bulls. Kauffman, who played his first year in the National Basketball Association with the Seattle Supersonics, averaged 7.8 points last season. A first-round draft choice of the Supersonics in 1968, Bob played in 82 games last year for Seattle.

Paul Carroll Leslie and Carmen Aleda Townsend were married September 7. They live in Greensboro. Paul is a junior at the University of North Carolina at Greensboro, majoring in biology, and is employed by Sears, Roebuck and Company.

Henry McKay, former All-American Quaker football player, is now playing for the Norfolk (Virginia) Neptunes in the Continental League. He has led the team in several victories and was honored as "Neptune of the Week."

William Franklin Pendergraft and Helen Margaret Powell were married August 16. They live in Staunton, Virginia, where he is an English instructor at Staunton Military Academy.

Scott Jackson Parker and Meredith Marcellus were married September 5, 1969. They are living in Alexandria, Virginia.

Dave Roberts and *Abby Moore* '69 were married August 16. They are living in Frogmore, South Carolina, where Dave is conference coordinator of Penn Community Services. Abby, daughter of Guilford's Professor *J. Floyd Moore* '39, is teaching fourth grade at Lady's Island Elementary School.

Allen W. Sutton and his wife, the former *Virginia Somerville,* announce the birth of a son, Allan Winfield Sutton, Jr., born August 25, 1969. Allan, Sr. is associated with Carolina Radio Supply.

1969

David L. Stumpf was married June 7, 1969, to Alice Lassiter of Raleigh. They are living in East Saint Louis, Illinois.

Michael Beamon and Glenda Ann Ward were married August 10. He is teaching and coaching at Broadview Junior High School in Burlington, North Carolina.

C. Michael Boccuzzi and Elizabeth Tinsley Walker were married September 24, 1969.

Audree Marguerite Elizabeth Cameron and *Terence Glen Snyder* '71 were married August 18. Liz is teaching sixth grade at Bethany School in Rockingham County. Terry is a junior philosophy major at Guilford and teaches tennis lessons at the Greensboro Country Club. They are living at 909 Grayland Street, Greensboro.

Patricia Lou Davis was married to Charles Robert Crenshaw August 16.

William Hall Formy-Duval and Mary Anne Brewer were married August 23. He now attends the University of North Carolina at Chapel Hill.

Linda Snipes Gnewikow graduated from David Lipscomb College in Nashville, Tennessee, in 1969 with Magnum Cum honors and a B.A. degree in mathematics. Linda was married June 14, 1969, to Army Pvt. Danny Gnewikow. They are living in Bad Kreuznach, Germany, where he is stationed with the registrar division of the 56th General Hospital for a tour of duty lasting one-and-a-half years.

Janet Kaye Hicks and James Hodnett Going were married August 9. They live at Number 4, Hessian Hills Apartments, 130 Georgetown Road, Charlottesville, Virginia.

Sanford Gordon Hopper, Jr. was married November 1, 1969, to Carolyn Marie White. Sam and his new wife are living at 4924 Brompton Drive, Greensboro.

Nancy Jo Utley and *William Thomas Hutchins, Jr.* were married August 17. He is enrolled in the School of Dentistry at the University of North Carolina at Chapel Hill.

Patricia Ann Hyslop and James Harrell Chandler, Jr. were married August 16. She teaches in Greensboro.

William Christian Jones and Anne Bradford Waters were married October 4 in Lynchburg, Virginia. Chris is employed by Georgia-Pacific in Lynchburg.

Gertrude Carol Judd is a social worker with the Cuyahoga County Welfare Department in Cleveland, Ohio. She is working in the Family and Children Services Division, specializing in aid to dependent children.

Penelope Ward Kyle, daughter of *Lanny Astor Kyle* '36 and Mrs. Kyle of Galax, Virginia, was awarded a full tuition scholarship at Southern Methodist University in Dallas. Penny is working on her master's degree in English.

Roger Franklin Harrington and Martha Ann Powell were married October 4, 1969. He operates Rowland Oil Company in Rowland, North Carolina.

Carole Ann McClenny was married to Jerald Durwood Ray on August 2. They live at 422 East Beech Street, Goldsboro, North Carolina. Carole is teaching at Southern Wayne High School in Mt. Olive.

Zachary Truman Lowe and *Patricia Ann Andrew* '70 were married August 16.

Ralph Massey became the controller of the Sears, Roebuck Retail Store in Gastonia, North Carolina, in August. He has been employed by Sears for fourteen years. He has also been choir director of Community Baptist Church in Reidsville, North Carolina, for the past fifteen years and host speaker for the "Community Baptist Hour" for the past seven years. Ralph is married to the former Eunice Basham.

Clarence Mattocks and *Martha Carter* were married August 16, 1969, in Charlotte, North Carolina. They are living at 3012 Chamberlayne Avenue, Richmond, where Clarence is working at the Medical College of Virginia.

Glenn Terrell Osborne and Martha Edwina Dempsey were married September 21. Glenn is a management trainee for Sears, Roebuck and Company. They are living in Apartment 6, 608 South Holden Road, Greensboro.

The new assistant football coach at Murfreesboro High School is *Robert Louis Moore.* He is also teaching social studies, health, and physical education in the junior high school. He and his wife, Manchie, live at 208 South Third Street in Murfreesboro, North Carolina.

Neal Thomas has received the appointment as Assistant Agricultural Extension Agent for Franklin County, North Carolina. His major responsibility is working with 4-H Club members and leaders; however, he is also involved in the entire extension program. He is married to the former Elizabeth Berry, and they live at 111 Middle Street, Louisburg.

Anna Faire Tucker was married to Tony Rupard August 10. She is teaching at Union Cross Elementary School; he is employed by the North Carolina State Highway Commission in Winston-Salem.

George Edgar Parker and *Sallye Joyce Spivey* were married August 17. They live in Virginia Beach, Virginia.

Lynn Culler and *Walter Ray Smith* were married October 12. They live at 3822-K Country Club Road in Winston-Salem. Lynn is employed as a social worker in vocational rehabilitation with the special education unit of the Winston-Salem and Forsyth County Schools. Buddy is a management trainee for Roadway Express in nearby Kernersville.

Wingate Howard Underhill, Jr. and *Mary Kathryn Turner* '70 were married November 8, 1969. They are living in Biscoe, North Carolina. She plans to graduate from the University of North Carolina at Greensboro in January of 1970. He is employed by the Montgomery County School System and is teaching at Candor.

Deborah Gay Wilkie and *John P. Whittington* were married August 23, 1969. They are living at 1019 South Forty-first Street, Birmingham, Alabama, where Johnny is attending law school at Samford University.

Donald Edward Michaux married Patricia Ann Jobe November 29.

Deaths

Ogburn Fletcher Stafford, chairman of the board of Pilot Life Insurance Company, died unexpectedly in his sleep November 9, 1969, at his home in Greensboro. He was sixty-six. He attended the preparatory department of Guilford College and was a member of the college's Board of Visitors.

At the age of seventeen, Stafford entered the life insurance business as an agent for the Gate City Life Insurance Company, where his first duties were collecting a rural debit by foot, walking eight to ten miles a day. He was elected secretary and treasurer of the company in 1926 and was elevated to the presidency in 1938. At the time Gate City merged with Pilot Life, he became president of Pilot and served as its chief executive until his retirement in 1968. Since retirement he had served as chairman of the board.

Stafford was active in Masonry and had served as Master of Corinthian Lodge and as past potentate of Oasis Temple.

He was a past president of the Life Insurers Conference and served on its executive committee. He was a director of the Health Insurance Association of America and was active in the American Life Convention.

By appointment of the Governor of North Carolina, Stafford was a member of the Health Insurance Advisory Board and the North Carolina Traffic Safety Council. He was a member of the board of directors of Wesley Long Community Hospital

and North Carolina National Bank.

Survivors include his widow, Mrs. Susan Knight Stafford; a son, O. F. Stafford, Jr. of Southern Pines, North Carolina; three grandchildren; and a brother, *Raymond Luther Stafford* '23, of Greensboro.

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Lt. Gen. Frank A. Armstrong, whose daring daylight raid on Nazi-occupied territory in France in 1942 inspired the book, movie, and television series "Twelve O'clock High," died August 20 in Tampa, Florida. He was buried with full military honors in Arlington National Cemetery in Arlington, Virginia.

The sixty-seven-year-old retired Air Force officer was a student in the preparatory department of Guilford College before receiving LL.B. and B.S. degrees from Wake Forest University. During his early years in the Air Force, Armstrong served as pilot for various dignitaries, as a flight instructor, and as a mail pilot.

Armstrong received the Distinguished Flying Cross in 1935 when he brought a twin-engine amphibian plane and all its passengers to safety after one of the plane's engines exploded over Panama.

Armstrong, former commander of the Sixth Air Division at MacDill Air Force Base in Tampa, led the first daylight bombing raid over Rouen-Cotteville, France, in 1942, flying from Elmendorf AFB in Alaska. He flew numerous missions during the summer of 1945 over Japanese oil targets while commanding the 315th Bomber Wing. In November, 1945, he made the first non-stop flight from Honshu, Japan, to Washington, D.C., in a B-29.

Armstrong's daring won him numerous honors, including the Distinguished Service Cross. He was the first American to receive the British Distinguished Flying Cross.

Survivors include his widow, Mrs. Peggy Jennison Armstrong, and a sister, *Mrs. Itimous Valentine, Sr.* '17 of Nashville, North Carolina. Armstrong's son, Maj. Frank A. Armstrong III, USAF, was killed in 1967 when he was shot down over Vietnam.

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It is with sorrow that we report the death of *Ovid Winfield Jones* '08 on October 21, 1968. Jones, who lived in Fort Worth, Texas, at the time of his death, died suddenly at the age of seventy-nine. He was buried in Winston-Salem, North Carolina.

Jones, a former U.S. Treasury Department lawyer, retired in 1959 after nearly forty years of service to the Treasury. At the time of death he was special assistant to the Internal Revenue Service regional counsel in Omaha, Nebraska.

A veteran of World War I, he was a past commander of an American Legion Post in Kansas City. He was a member of both the American and Federal Bar Associations.

He is survived by his wife, the former Velma Thompkins of Fort Worth; two sons, Ovid W. Jones, Jr. of Fort Worth, and Andrew McCampbell Jones of Salina, Kansas; a daughter, Mrs. S. E. Cockrell of San Antonio, Texas; and four grandchildren. A sister, Mrs. S. E. Hall, lives in Winston-Salem.

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William George Matton '11 died at his home in Louisville, Kentucky, on April 20, 1969. He was seventy-nine years old. He is survived by his wife, Nan Jeffreys Matton of 1054 Alta Vista Road, Louisville. He was the father of Capt. W. G. Matton, Jr. of Virginia Beach, Virginia; Mrs. H. C. Williams of Carrollton, Kentucky; and David J. Matton. Also surviving are nine grandchildren and a brother, Charles Matton of Winston-Salem.

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Annie Hope McClean '13 died in October, 1969, in Jacksonville, Florida, as a result of a severe fall at her home. Miss McClean was buried in Gainesville, Florida.

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Paul S. Nunn '14 of Winston-Salem died November 1, 1969, in Forsyth Memorial Hospital. He was seventy-eight years old. He is buried in New Garden Cemetry at Guilford College.

Paul Nunn, a veteran of World War I, moved to Winston-Salem in 1921. He had been with Smithdeal Insurance Company for forty-nine years and was the company's president when he passed away. He was a member of Ardmore United Methodist Church and was a past chairman of the board of stewards of the church. He had sung in the church choir for fifty years.

He is survived by his wife, *Alma Crutchfield Nunn* '14, of 2911 Buena Vista Road in Winston-Salem. Also surviving are two daughters: *Rosemary Nunn Whatley* '43 and *Nancy Alma Nunn Beauchamp* '45, both of Reynolds, Georgia. Two sisters, *Virda Nunn Yingst* '15 of Chapel Hill and Mrs. Rhoten Hines of Mount Airy, and a brother, Thomas Edward Nunn of Jacksonville, Florida, survive.

Paul Nunn was a member of the Guilford College Board of Visitors.

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Vilena McGee Chilton '35 died September 13, 1969, at Forsyth Memorial Hospital in Winston-Salem. She had been an English teacher for many years in the Surry County schools, the last several of which had been at East Surry High School in Pilot Mountain, North Carolina.

A member of the Ararat Friends Meeting, she had been very active in her church for many years. She was past recording clerk for the Surry Quarterly Meeting of Ministry and Counsel.

She received her A.B. degree from Guilford and her Master of Education degree at the University of North Carolina at Greensboro. She was a member of Delta Kappa Gamma Society and a past secretary of the Surry County Chapter of the North Carolina Educational Association.

She is survived by her husband, Ervin L. Chilton of Ararat, North Carolina; twin daughters, *Betty Lou Chilton Rierson* '60 of Charlotte, and *Peggy Sue Chilton Gordon* '61 of Birmingham, Alabama; and three grandsons.

Vilena Chilton is also survived by her sister, *Willie Lou McGee* '35 of Mount Airy, North Carolina.

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Christy Hershey Thomas '46 died October 14, 1969, in High Point (North Carolina) Memorial Hospital after being ill two weeks. She was married to *Dean K. Thomas* '45 of 319 Woodbrook Drive, High Point.

She is survived by her husband; two daughters, Miss Stephanie Thomas, a student at the University of North Carolina at Chapel, Hill, and Miss Ann Thomas of the home; and a son, Peter Thomas, with the U. S. Marine Corps at Paris Island, South Carolina.

Christy was the sister of *Dorothy Hershey Hugerty* '47 of Greenville, South Carolina, and Mrs. Ernest Lucy of Waterloo, Ontario, Canada.

Remembering Katharine Ricks

By Dorothy G. Thorne
Curator of the Quaker Collection



Katharine Ricks

Katharine Crenshaw Ricks, only daughter of Richard Arnold and Eliza Crenshaw Ricks was born in Richmond, Virginia, June 20, 1883, and died there August 13, 1969.

The Crenshaw family and the Ricks family were Friends, members of the Cedar Creek Meeting (now called Richmond Meeting); their connection with Guilford College extended over a long period of time. The three young Crenshaws: *John B.*, who was Katharine's grandfather; his brother *Nathaniel;* and his sister *Margaret* attended New Garden Boarding School in the 1860s. Katharine Ricks and her brothers graduated from Guilford College—Katharine in 1904, *Hoge* in 1905, and *Arnold* in 1906. Some terms all three were at Guilford; from early childhood they were close friends and constant companions.

In the Class of 1904, Katharine Ricks also found lifelong friends: *Joseph D. Cox* and *D. Ralph Parker* —Joe and May, Ralph and Eunice seemed like family to her, and it was not far to High Point where they lived.

After she graduated, Katharine C. Ricks spent two years working in the Virginia State Library in Richmond; she was also much interested in the Y.W.C.A., serving on the Board of Directors and in other capacities at various times. She maintained her membership in the Richmond Womans Club and in the Country Club for many years—after all Richmond was her home, and she returned to resume her activities there as she could during her busy years.

In 1922 Miss Julia White, Guilford's first librarian, retired and Katharine Ricks was appointed. She returned to Guilford to become the librarian; in 1923 she traveled in Europe. In 1927-28 she studied at the Columbia University School of Library Science. From that time until her retirement in 1948, she devoted herself to the growth and development of the Guilford College Library. Measured by the yardstick of number of volumes the growth was considerable. In the year ending December, 1922, there were 8,444 volumes, 71 being added in that year; in June, 1948, there were 29,000 volumes—1,200 being added in the year. A more significant evidence of her success lies in the fact that a number of her student assistants became librarians themselves.

In 1931 Guilford College qualified for admission to the Southern Association of Colleges and Universities. The past receded; the future came in sight. The centennial celebration stimulated interest in the college and the library. The financial campaign was successful; grants were obtained from the Carnegie Corporation and the General Education Board, and the college began to move, the pace being more rapid than it had been for some time. In 1950 a major addition to the library was completed —a third floor of stacks, library offices, a large workroom, and the periodical room, which now houses a part of the Quaker Collection.

Miss Ricks retired before the library was enlarged, but she participated in the early planning; the many possibilities and problems interested her deeply. She visited several other libraries to study successfully planned additions as well as library architecture and brought her knowledge of library needs to bear upon the prospects of change. She enjoyed the whole process. Then, with the library well on its way, she retired happily, giving a graceful, gently humorous speech at the faculty dinner honoring her.

In 1948, she moved out of Founders Hall where she had lived so many years and became the first hostess at the Virginia Ragsdale Alumni House, which is now the home of President Grimsley Hobbs and his family. She had always enjoyed the Alumni Association and had served as its secretary from 1933 until 1947, and she welcomed this enlargement of her responsibilities; she was deeply pleased with the Ragsdale House, its gardens, and its guests. Eight hundred and forty-eight persons signed the guest book in the five years she spent there—college girls, returning alumni, seniors being welcomed into the Alumni Association, members of clubs, wedding parties, and incidental visitors. This was a different sort of life—and she liked it except when the maid failed her. But no matter what small catastrophe occurred, it bothered her but briefly. Katharine Ricks had a gift for serenity—you saw it in her face; you heard it in her voice.

In 1953 she returned to Richmond to live at the Chesterfield, in a pleasant apartment furnished with her own fine pieces and not too far from members of her family. She died there in her eighty-sixth year. At Guilford the Library which she loved and served and the Alumni House perpetuate her memory.

Beauty, strength, youth are flowers but fading seen; Duty, faith, love are roots and ever green. DGT

GUILFORD IS NOT CHEAP

As a matter of fact it's downright expensive —that is if you compare it with the cost of attending some public universities. But the difference in product is worth the price. And still, for a private college, Guilford is a bargain. Its students pay only approximately 70 percent of the cost of their education. That compares favorably with the 65 percent paid by students in private institutions nationally.

In order for Guilford to keep its fees within the means of most students, Guilford asks each alumnus and friend to help by giving to the Loyalty Fund. This year Guilford hopes its alumni and friends will contribute a minimum of $75,000 to help finance scholarships, buy books for the library, pay teacher salaries, and defray operational expenses.

As of December 31, 1969, 835 donors had contributed $48,094.30 to the 1969-70 Loyalty Fund. That puts the College about two-thirds of the way towards its goal of $75,000 and ahead of the same fund-drive period last year. At the mid-point of the 1968-69 campaign, 676 donors had given $42,486.21 towards a $60,000 goal.

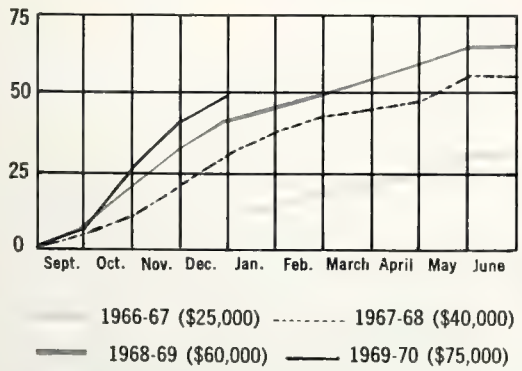
Leading in contributions this year are the classes of 1960, 1948, 1937, 1926, and the 50 Year Group.

A breakdown of the gifts reveals that to date 622 alumni have contributed $27,112.82; 134 non-alumni parents, $6,521.00; 51 faculty-staff members, $1,747.50; 12 non-alumni individuals, $2,049.00; and 16 corporations, foundations, and churches, $10,663.98.

Guilford still needs $26,905.70 this year if it is to make ends meet.

Won't you please help by sending a check for any amount, large or small, payable to the Guilford College Loyalty Fund.

We thank you.



The table above shows three and a half years of Loyalty Fund growth. Figures at left are in thousands of dollars. Goal represented in parentheses.

Guilford College Loyalty Fund

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I enclose a check for $ _____

Area Campaigns will be held the month of February in Greensboro, High Point, Winston-Salem and Atlanta.

WINTER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

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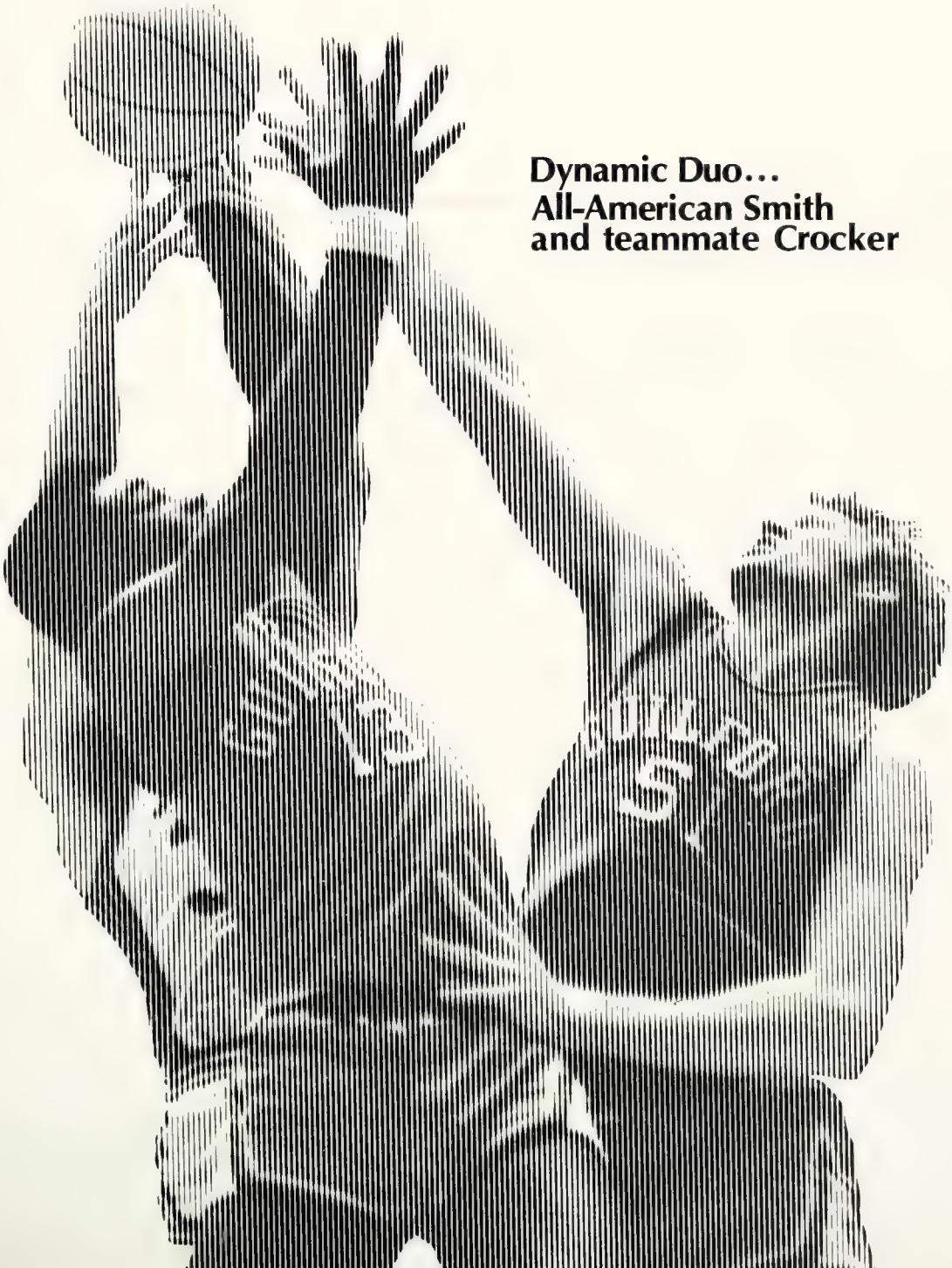


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SPRING 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE



Dynamic Duo...
All-American Smith
and teammate Crocker



Not only does today's student benefit from the Loyalty Fund, so will tomorrow's

GIVE to the 1969-70 Loyalty Fund

SPRING 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

The Guilford College Bulletin, of which this publication is Volume LXX, No. 2, is published nine times a year by Guilford College, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27410.

EDITOR
George Roycroft

EDITORIAL ASSISTANT
Dave Owens

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IN THIS ISSUE

'Yesterday Doesn't Count' 2
Dave Owens
Guilford: Past, Present, and Future 6
1980 11
Campus Notes 28
Class Notes 31

COVER: Man's reach should exceed his grasp, or so the famous Browning quotation goes. But for David Smith (51), Jerry Crocker (13), and the Guilford College Quakers, an NAIA national championship was but an arm's length away. See story, page 2. Cover design by Cooper Walker. Photo by Larry Tucker.

Letters to the editor may be addressed to: Editor, GUILFORD ALUMNI BULLETIN, Greensboro, N. C. 27410.

Announcing First Photographic Contest

If you are a camera bug with a fine eye for creative pictures, we invite you to enter our first photographic contest.

Our contest rules place no restrictions on subject matter. Open wide your camera lens and record the world of today—its people, its landscapes, and its events.

Cash awards of $50, $25, and $10 will be awarded for the three best photographs. These three prizewinning pictures plus photographs receiving an "honorable mention" will appear in the Winter issue of the GUILFORD COLLEGE BULLETIN.

Participants in the contest may be either students or alumni of Guilford College. Every amateur or professional photographer is welcome.

Pictures submitted for the contest must be black and white (sorry, no color photographs). It is strongly recommended that all entries be 8" x 10" in size. Prints may be done by professional photographic laboratories or in your own home darkroom; inferior printing will not be penalized. No more than ten entries will be accepted from each photographer.

To enter the contest deliver or address your entries to Photography Contest, GUILFORD COLLEGE BULLETIN, 5608 West Friendly Avenue, Greensboro, N. C. 27410. All picture entries must be submitted by October 1, 1970.

The following information should be attached to the back of each entry: name of photographer, address, class year, and amateur or professional status.

What we are looking forward to is a wealth of new photographers, new ways of seeing, new things to say and new ways of saying them on film that the contest will turn up. We look forward to receiving your photographs.

GBR

'YESTERDAY DOESN'T COUNT'

That was the credo Coach Jerry Steele drilled into his team. Now with twenty-nine straight victories and national honors behind them, the Quakers prepare for a summer good will tour of Africa

By Dave Owens

The young men showered in silence and dressed quickly. They left the Greensboro Grimsley High School Gymnasium by the back door, choking on the humility of their third loss in six basketball games and being dumped before a hometown crowd in the Jaycee Triad Classic. The few miles back to campus were long ones for the Guilford College Quakers.

"We held a little meeting that night," Coach Jerry Steele said, perhaps on the understated side. Asked who did most of the talking, he smiled and answered, "I did."

That was December 4, 1969. What happened after that amazed everyone, including Coach Steele and Assistant Coach Jack Jensen. They had expected a .500 season. The Quakers did not lose another game until the third round of the NAIA tournament of thirty-two district champions in Kansas City, Missouri, in March, 1970, winding up their long, tough season in fourth place among the nation's small colleges and bringing honors to themselves, to Coach Steele and Coach Jensen, and to Guilford College.

Coach Steele claims nothing magic was said in that "little meeting" back in December to bring about such a remarkable change in the Quakers.

"Up to that time, the team had been going in five different directions," he explained. "We hadn't gotten together. Some years you do; some years you don't. But that night we promised each other that the team would never go on the floor unprepared again. It was agreed that those interested in playing could stay in, and those not interested could get out. We agreed we would go back to work and quit piddling around."

So, the Quakers began to get together, began to find the right combinations. By losing three early-season games they should have won, they gained the groundwork from which to grow as a unit. They agreed they would play as well as they were capable, and if they got beat then, they could take their lumps. Meanwhile, guard Eddie Dyer of High Point emerged as the "quarterback," a natural move as he was the only senior on a team made up primarily of freshmen and sophomores.

The Quakers had jelled.

"Up to that point, it had been about as miserable an experience as I'd had in eight years of coaching," Steele said, slowly shaking the handsome head that tops his six-foot, eight-inch frame. "After that, it was as workable a situation as I've had in eight years."

As the days and months went clicking by, the Quakers were clicking off a record twenty-six consecutive victories. In the process, they won the East Coast Classic at Fayetteville, went undefeated in Carolinas Conference play (the second team in thirty-eight years to do so), and won the championship of District 26 of the NAIA for the right to go to Kansas City.

Paired with Wayne State College of Wayne, Nebraska, in the opening round, the Quakers won their twenty-seventh straight game, becoming the first team in the Carolinas Conference to win thirty games in a season. The win, a birthday present for Coach Steele, took them into second round play against Eastern Michigan of Ypsilanti, the team the "experts" were picking to win the tournament. The Quakers fooled the "experts," chalking up consecutive win number twenty-eight for a total of thirty-one victories thus far.

Looming on the next game horizon was the top ranked small college in the nation and seeded number one in the tournament, Stephen F. Austin State College of Nacogdoches, Texas. The Quakers marched forth to snap the tall Texans' thirty-three game winning streak and notch their own twenty-ninth straight victory and win number thirty-two.

Finally, it happened. Within two games of a national championship, the Quakers again tasted defeat. The loss was to Kentucky State of Frankfort, the team which went on to beat third seeded Central Washington State of Ellensburg for the national title. In the consolation game March 14, the Quakers rallied from eighteen points down in the second half to force Eastern New Mexico, defending NAIA champions from Portales, into overtime. However, the exhausted Quakers could not pull it out, and they ended their tough season with thirty-two victories and five losses.

Coach Steele played basketball at Wake Forest University (along with Len Chappell, Dave Mudd, and Jack Jensen) and he knows what players must physically give to survive a long schedule.

"It's always a grind, but you condition yourself for the season," said the lucid Quaker coach. "The thing that enabled us to have a good year was that the boys put a lot out emotionally. They were loyal to themselves and loyal to the group.

"Any college student has to make the decision whether he's going to try to be involved in everything that goes on on campus—and end up running but getting nothing done—or whether he's going to concentrate on a few

continued

Jumping All-American David Smith taps the ball in the Carolinas Conference Tournament game against Presbyterian College.


14
50



(Left) Quaker Coach Jerry Steele was a model of reticence as his team scored and pretty cheerleaders leaped jubilantly.

(Below) Teddy East (14) grabs the ball and charges down court with teammates M. L. Carr (30) and David Smith (50).

LARRY TUCKER

HOWARD WALKER





YESTERDAY *continued*

things and do them well. Our boys also paid the price on some outside things. They denied themselves. You can't take in every movie, be a part of everything that goes on on campus, keep a couple of girl friends, and still survive."

Denying themselves paid off handsomely for the young Quakers. Regular season honors were enough to satisfy most any team, but in Kansas City they earned even more. The team earned the Naismith-Liston Sportsmanship Trophy. Steele won the Sportsmanship Award for Coaches. Sophomore center David Smith of Ararat, Virginia, was named to the All-Tournament first team, and freshman forward M. L. Carr of Wallace, North Carolina, was picked for the All-Tournament second team. Smith scored 136 points in the five Kansas City games, only one point less than the tournament's top scorer.

Because only Eddie Dyer is graduating from the Quaker squad this year, newspapers in the area are printing stories saying, "Guilford College is building another basketball dynasty." On paper, it looks good.

Of the rest of the starting five, Smith is a sophomore; Carr is a freshman; Jerry Crocker of Amityville, New York, is a sophomore; and Ted East of Winston-Salem is a freshman. Rounding out the squad, John Dixon of Summerfield, North Carolina, and Bert Feik of Kinston, North Carolina, are juniors; Tom Ennis of Red Oak, North Carolina, and Geoffry Clark of Jacksonville, North Carolina, are sophomores; and Christopher Culpepper of Atlanta is a freshman. On paper, it looks good.

"You can't go by what's on paper," commented Coach Steele. "With the small number of players we work with, a key injury or a mishap socially or academically can put us back to where we'd have to start all over again. Because of our small number, we can't lose three boys or so and keep going like nothing happened."

Steele reasoned that, barring key injuries or mishaps, Guilford will be on sound ground as long as he and Jensen can recruit one good player each year. Jensen actually does most of the traveling necessary for recruiting, and he saw over eighty games last season to scout opponents and look for prospects. He and Steele also get tips on likely recruits from alumni, other coaches, friends of the college, and from summer basketball camps where Steele and Jensen usually work.

"Sometimes we play hunches," Steele said. "It takes a lot of luck to guess on the ones who'd really be happy at Guilford College. When a recruit comes to visit the campus, we turn him over to a member of the team or another student. He stays in the dorm, not in some plush motel. He sees it like it is, and he knows we're being honest with him. And, in the end, it's a case of being your own salesman."

Never one to hedge, Coach Steele did pause before comparing the present Quaker team with another outstanding one, the one that boasted such standouts as Bob Kauffman, Pat Moriarty, Ed Fellers, John Brooks, Bo Whitaker, and Bob Bregard.

"That team did something in 1968 that no other Quaker team had done —win the Carolinas Conference championship," Steele pointed out. "They went to Kansas City three years in a row—1966 through 1968 —and built a tradition that made it seem as if Guilford is supposed to always be on top. For doing that, those boys will always have a deep spot in my heart.

"The present team and the other one were completely different emotionally. The present group is looser, but yet very realistic and very smart in that they knew when to go with everything they had in order to win. This team never beat a weak ball club badly. They knew how far ahead to stay. The other team was more explosive, and they played some of their best games against weaker clubs. If you compare the two objectively, just by their statistics, I'd have to go with the present group. But they both gave it everything they had, and there's a place in my heart for both."

Interestingly, the season which gave Coach Steele the most satisfaction was neither of the championship seasons. Coming to Guilford in 1962 with a master's degree from the University of North Carolina at Chapel Hill, he had an initial season of five wins and twenty losses. The following year, with the same team, he steered the club to fourteen wins against a dozen defeats. The team squeaked into the Carolinas Conference tournament on a playoff win over Pfeiffer, upset top seeded Elon College the first night, and lost to High Point College the next night by only two points.

"After such a dismal season the year before, that was mighty satisfying," the Elkin, North Carolina, native declared.

Steele credits Jensen as a key factor in his successful years as Guilford's basketball coach, and he praises Director of Athletics Herb Appenzeller for sharing with him knowledge gained from years of experience.

"What I've learned from Herb in the past eight years has made my stay at Guilford worthwhile," he said. "It's a real pleasure to have a boss like him. He has taken up a lot of time helping me, and I appreciate it. And as for Jack Jensen—I couldn't say enough about him and the way he's helped me in the five years he's been here. He doesn't mind traveling, working long hours, doing odd jobs, anything that needs to be done. He's been extremely loyal, and you don't always have a lot of men like him around."

Steele and Jensen will part company this summer, but only temporarily, for another honor has come to the Quakers.

The U.S. State Department has invited Steele and five members of his team to tour West Africa this summer as ambassadors of good will. They will give demonstrations and play games with teams there.

Meanwhile, Jensen will carry on in the States, looking for top recruits and plotting toward an even better season next year.

"In athletics," Coach Steele smiled, knowingly, "you quickly learn that what happened yesterday doesn't count."

END

GUILFORD: PAST, PRESENT, and FUTURE

Editor's note: The following text has been edited from a taped discussion with six of Guilford's key administrators. The majority of the questions they tackled were among those raised in the "1980" report on the great issues confronting U.S. higher education (see page 11 for the report prepared by Editorial Projects for Education). This candid report attempts to move ahead of today's headlines and anticipate what is in store for our nation's colleges and universities in the coming decade. Against this national backdrop, Guilford's administrators have attempted to interpret their own college's past, present, and future. Those who participated in the discussion were:

GRIMSLEY T. HOBBS, *grandson of Guilford's first president, Dr. Lewis Lyndon Hobbs, graduated from Guilford in 1947. He earned his M.A. degree from Haverford College and a Ph.D. degree from Duke University. After teaching philosophy at Earlham College fourteen years, he returned to his native North Carolina in 1965 to become the fifth president of Guilford College.*

JERRY H. GODARD, *executive dean and associate professor of psychology, earned B.S. and M.S. degrees from Auburn University and M.A. and Ed.D. degrees from Columbia University. He was dean of students and assistant professor of psychology at Earlham College for two years before coming to Guilford in 1966.*

WILLIAM C. BURRIS *joined Guilford's political science department in 1964, after having taught at the University of North Carolina at Chapel Hill three years. He earned his B.S. degree from Wake Forest University, his M.A.T. from Emory University, and his Ph.D. from UNC-Chapel Hill. He is academic dean and associate professor of political science at Guilford.*

WILLIAM J. LANIER *is dean of students and associate professor of education. Before coming to Guilford in 1966, he served as associate dean of students and taught education at Wittenberg University. He has also taught in public schools in Virginia, North Carolina, and California. He received his B.S., M.S., and Ph.D. degrees from Purdue University.*

DAVID H. PARSONS, JR., *a 1933 graduate of Guilford, has been the college's business manager for nearly thirty-three years. He earned an M.A. degree from Haverford College in 1934. Two years later the High Point, North Carolina, native returned to Guilford College to become Centennial Secretary. He assumed his present post the following year.*

T. ALVIN WHEELER, JR., *director of development, is a 1957 graduate of Duke University. After military service and managing a Greensboro office of Wachovia Bank, he returned to Duke to join the university's fund raising staff. He has headed Guilford's development program since 1966.*

■ *One of the great issues in education for the past decade and a likely one during the Seventies has been campus protest. How has Guilford avoided disruptive protest?*

LANIER: The fact of smallness, I think, has something to do with it. The smaller institutions have been better able to accommodate to change than the larger institutions.

Has student protest increased in the last ten years at Guilford?

BURRIS: There is more activism, more concern, but not really protest in the sense of disruption.

In schools that have had trouble there are these common characteristics: primary interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students by the faculty. Guilford does not have any of those characteristics. Just the opposite. This explains to a great extent why we have not had disruptive protest like other colleges.

Our faculty is not primarily interested in research; it is primarily interested in teaching. Generally, loyalty to the institution is fundamental. We do not really have any faculty support for students who might want to destroy the institution.

GODARD: The statistics show that protests happen more frequently in large institutions. I think one could

"The fundamental issues that underlie much protest and activism are basic to American higher education. . ."

Jerry H. Godard

set up another set of criteria that would show protests happen more frequently in "excellent" institutions, outstanding institutions, widely recognized, elite institutions, large and small.

Sure, we have not had disruptive protests at Guilford, but I think the fundamental issues that underlie much protest and activism are basic to American higher education and are present at Guilford.

I think there remain legitimate, significant, urgent questions—such as the relationship of the institution to society; such as the nature of the learning process; such as proper governance and organization; such as relationships to constituencies; such as purpose; such as the quality of life for students and faculty. It is these kinds of basic issues that have spurred protest at some institutions. It would be foolish to suggest that we at Guilford do not have to worry about such fundamental issues.

What is Guilford's policy in regard to student protest or demonstrations?

HOBBS: We certainly will not tolerate disruptive protest—that is our general policy. However, the action we will take at a given time will depend on what the particular situation is and what the particular issues are. Orderly, nondisruptive protest or demonstration, of course, is quite another thing. We would expect to respond to these, or not respond, according to the legitimacy of the request.

LANIER: There is one major safety valve that we use, and we shall con-



tinue to use. This is the fact that most students usually respond to authority. We, however, have to make sure we give them a chance to respond to authority in a constructive way; in other words, through the leadership we give and through listening so that education does take place.

BURRIS: In terms of protest, we have to make a distinction between legitimate protest and protest that leads to violence or disrupts the normal operation of the college.

The whole idea of a college is such that disruptive protest is not acceptable. I think that the fact that we are a Quaker college supports this even more.

GODARD: Our public statement does not discourage dissent conducted in a nondisruptive way.

HOBBS: I think one of the major historical forces at Guilford is our very real sense of community. The Quaker views as to how one deals with other persons or how groups deal with other groups is very important. It calls for one to really listen and to be sensitive to the thoughts and needs of others.

Many times we have found extremely useful suggestions coming from our student groups. Where these have been reasonable we have acted upon them. In some cases the students have been very surprised by how quickly we have moved on some of their requests.

There was, for instance, a request to have a student observer meet with the Board of Trustees, and it just whizzed through the board. The trustees were happy to do this. We have looked upon it as a way of keeping communications open, feeling that all of us have a lot to learn from listening to one another. This is one of the best fruits of a Quaker community and something we expect to continue at Guilford.

I would not be at all surprised if this is not one of the factors that has been working in our favor. I do not think any of us feel the channels of communication are adequate, but we are trying to improve them. This is one outgrowth of our basic philosophy at Guilford.

What is the role of the student in the governing process at Guilford?

HOBBS: We do not expect the students to govern Guilford College. On the other hand, we attempt to be sensitive to one another, listen to each other, and try to find out what is legitimate in terms of what is being asked. A legitimate request is very

"We have to give students a chance to respond to authority in a constructive way. . ."

William J. Lanier



often accepted and becomes a matter of policy.

There is an important difference between actually governing and exercising influence. We do not expect the Guilford students to wield arbitrary power, but they are in a position of exercising significant influence on college affairs.

Students are members of almost all college committees and are represented on the Administrative Council and at the Board of Trustee meetings. In addition to this, selected groups of students are often asked for their thinking on various matters coming before the college. Surely, this is less than actually governing in the narrow sense of the word, but the students do help to shape college policy in a significant manner.

WHEELER: I have been favorably impressed with the attitude of the students. I think they feel the channels are open, and so far they have found, perhaps to their surprise, that many of their concerns are shared by the trustees and those who are in governance. Therefore, I do not see in the foreseeable future any quest for what might be called legal governance on behalf of the students.

What should be the role of the faculty in governing the institution?

BURRIS: I think we have to make a distinction between representation and decision making. Every group on the campus has to be fairly represented when decisions are made, but no group has exclusive authority to make decisions.

As long as students and the faculty are fairly represented, we are not going to have disruptions over who makes the decisions. The main thing is that the faculty is here to study and to teach and not to run the college. I do not think one can do both —both are full-time jobs. But, the faculty must be fairly represented in those decisions which concern the academic program of the college.

WHEELER: I think, too, our faculty has one of those traits which has caused private colleges like Guilford to avoid disruptive protests, and that is loyalty. I think one of Guilford's greatest assets is its faculty members who have been here for many years. Although they might not agree with some of the reform or change that is occurring at Guilford, they sit down and reason together with the young faculty. I feel like this loyalty and this Quaker tradition of reasoning together serve to help Guilford in all of its problems.

"Guilford students . . . are in a position of exercising significant influence on college affairs"

Grimsley T. Hobbs



BURRIS: When one group has exclusive control over making decisions, the human tendency is to make them in its own interests. This is true of students, and it is certainly true of faculty, and it is frequently true of administrators. That is why you have to have an open system where they all participate because the institutional interest is more than just the interest of one group.

Frequently, one of the problems in changing institution is the faculty itself, where it makes decisions in its own interests and not in the interest of the institution. But, that can apply to administrators and students, too. As long as the students and the faculty are confident that the broad policy decisions are being made in the interest of the whole institution, and not just in the interest of administrators, we are not going to have disruptive protests.

HOBBS: In the last analysis, it is the trustees who have the ultimate au-

"As long as students and the faculty are fairly represented, we are not going to have disruptions. . ."

William C. Burris



thority. And it is our job to help them see the reasonableness of this point of view or that point of view as they deliberate the issues.

Our trustees are very interested in what various groups within the college think. They want to get to know our students and our faculty better, and they want any recommendations we have.

BURRIS: A basic point is that representation makes decision making difficult and delays it, but it is absolutely essential in the long run for an educational institution.

What is Guilford doing to enroll students from minority groups?

HOBBS: The fact that we seek foreign students, black students, and disadvantaged students, both black and white, indicates our interest in enrolling students from minority groups.

I hope we never feel we have an arbitrary quota to fill, and therefore, either have to go out and beat the bushes for students from a certain group or reject any further applicants from a given group.

We feel that minority groups belong here as a part of their education and as part of our education. Their being here is important for the rest of us because it helps us to see things more broadly, and thus helps to shape our attitudes.

Does Guilford apply the same admissions standards to minority groups that it does to the student body at large?

HOBBS: We try to. We always recognize that students from some minority groups have not had the same background and may actually have a native ability beyond that registered in official test scores. When there is some evidence of this, we are sometimes willing to take what we call a "risk" student. However, we do not have anyone here that we do not think has a good chance of being able to pass Guilford work. And yet where we think the chance exists, we are willing to go out on a limb.

Does trying to achieve a "balance" in the student body of different subcultures pose any problems?

LANIER: Yes, but this is part of the reason they are here. We want them here because of the differences; however, it does present problems. There are some needs that should be met through special programs, educational as well as social. This is perhaps where we are weakest, in providing the money to give a different kind of educational experience to some of these students until they catch up.

For example, there are a number of them who need speed reading and work in language skills. We are not doing enough to help them with reading, but we have done a little in language skills.

GODARD: I think that the "we-they" polarization phenomenon is real and with us. It depends on whether it will be within the institution or between the institution and those outside the institution.

We know that students learn more from their peers than they learn anywhere else. It is imperative that we insure diverse perspectives in the learning experience, recognizing and trying to respond to the inevitable polarizations that will result.

What is Guilford doing to attract minority students?

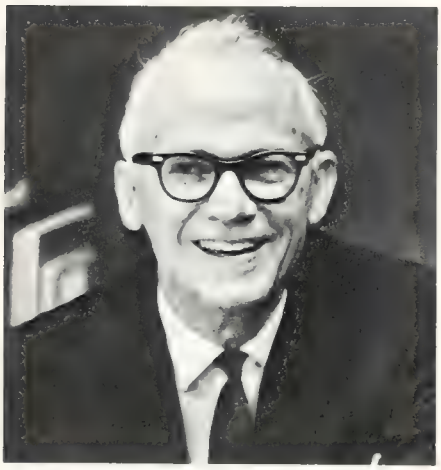
BURRIS: One of the problems has been that black students have felt unwelcome in predominantly white institutions. We have tried to make it known to blacks that Guilford is open to all students and welcomes all students. We have some scholarship funds especially for minority students but not nearly enough. That is about the essence of what we have done.

It is extremely difficult, particularly with the black students, to make them know that they are welcome and for us to prove it after they get here.

PARSONS: There have been special grants solicited and an unusually high proportion of funds made avail-

"No minority person who . . . has the potential to succeed here has been turned away because of finances"

David H. Parsons



able to minority group students. So far as I know, no minority person who has met the standards, namely that he has the potential to succeed here, has been turned away because of finances.

Is there any end to the spiraling cost of education and educational costs at Guilford?

PARSONS: I see no end.

HOBBS: If there was a major national recession or something of that sort, but even then the cost of higher education relative to other costs would continue to rise.

PARSONS: President Nixon's advisors do not seem to see it either.

GODARD: It is very important that we keep in mind the latest national projections regarding increasing costs to students—and I would add this is termed a "conservative" estimate. The increase in cost to the student nationally in all kinds of institutions is estimated at twelve percent per year for the foreseeable future.

WHEELER: This leads right into the fact that private colleges, whether we like it or not, are going to have to become more politically-minded. Our own state and other governmental units are going to have to help finance private colleges.

BURRIS: I do not think it is a problem of keeping costs down. It is a problem of using our resources wisely and only expending funds for programs or people that are absolutely essential to the basic purposes of the college. I think *that* is the real problem in undergraduate institutions because costs *are* going to go up. Faculty salaries are going to go up. Costs of equipment and supplies are going to go up. There is no way to avoid it.

So, if we are trying to keep those costs down and not examine the whole program of the college to see if we are spending X amount of money on something that really is not basic to the purpose of the college, we have made a mistake.

GODARD: Educational experts inform us that we can probably expect a retrenchment in terms of federal aid to higher education. We cannot expect a significant increase in the philanthropic dollar in the immediate future. The unexplored, or at least untapped area for Guilford, is state aid to private higher education, a practice in some fifteen or twenty other states.

HOBBS: I agree that our private colleges are having financial difficulties,

"Our own state and other governmental units are going to have to help finance private colleges"

T. Alvin Wheeler

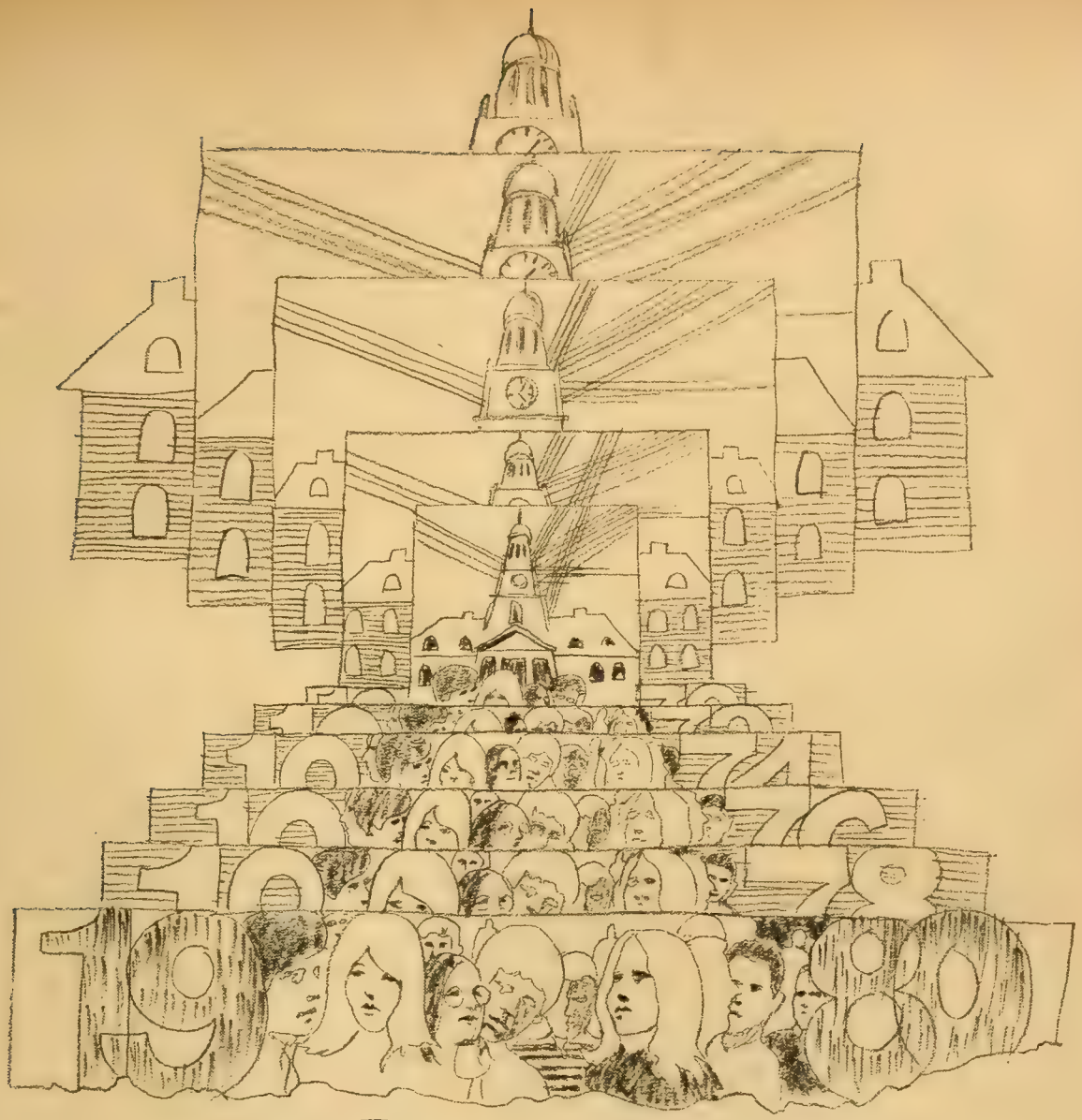


and that as great assets to our state, it seems reasonable that the state should give some sort of assistance to these colleges. The alternative is that the state is going to be faced with major capital outlays for higher education if these colleges go under. From the standpoint of enlightened self-interest if nothing else, it seems that the state ought to at least help private colleges educate North Carolina students. We are keeping a burden off of the state taxpayers by educating in-state students in our private colleges.

BURRIS: What bothers me is that (1) I do not believe we are going to get enough state aid in the foreseeable future to really make that much difference, and (2) I think that setting up the criteria for state aid to private institutions is going to be a terribly difficult task.

I fear the state will set the kind of criteria in which a lot of state money will be funneled into private insti-

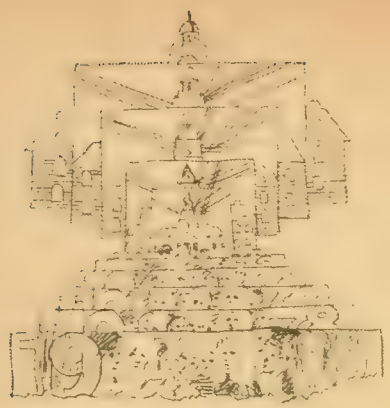
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1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.



1980! BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

► **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.

► **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.

► **Bigger budgets to meet**—an estimated $39-billion in uninflated, 1968-69 dollars, nearly double the number of today.

► **Larger salaries to pay**—$16,532 in 1968-69 dollars for the average full-time faculty member, compared to $11,595 last year.

► **More library books to buy**—half a billion dollars' worth, compared to $200-million last year.

► **New programs that are not yet even in existence**—with an annual cost of $4.7-*billion.*

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

1980! BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Campus disruptions: a burning issue for the Seventies

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused $8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (*See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.*)

Last year's record	Had disruptive protests	Had violent protests
Public universities	43.0%	13.1%
Private universities	70.5%	34.4%
Public 4-yr colleges	21.7%	8.0%
Private nonsectarian 4-yr colleges.	42.6%	7.3%
Protestant 4-yr colleges	17.8%	1.7%
Catholic 4-yr colleges	8.5%	2.6%
Private 2-yr colleges	0.0%	0.0%
Public 2-yr colleges	10.4%	4.5%

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

► Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.

► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

No campus in any region is really 'safe' from protest

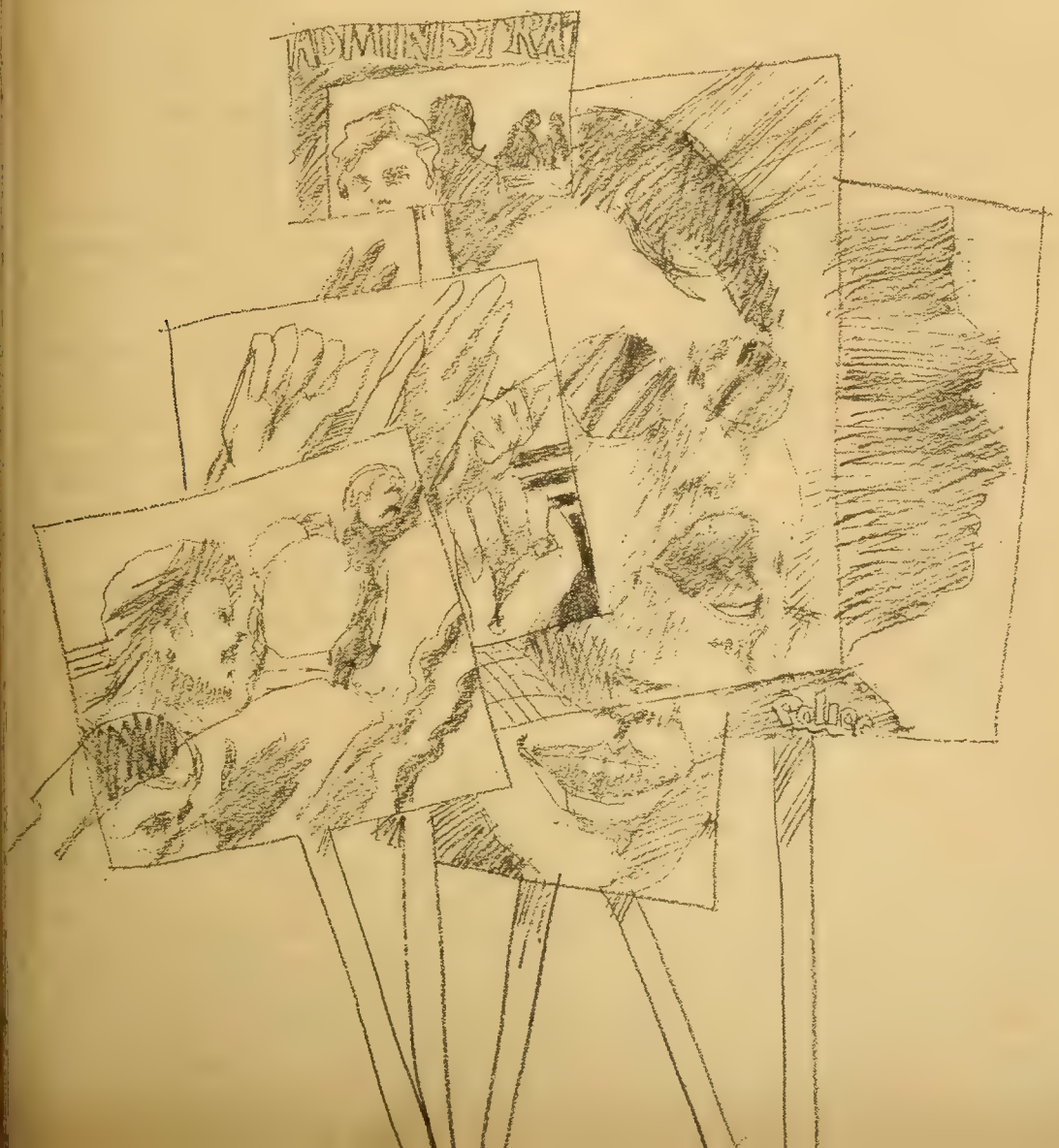
This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

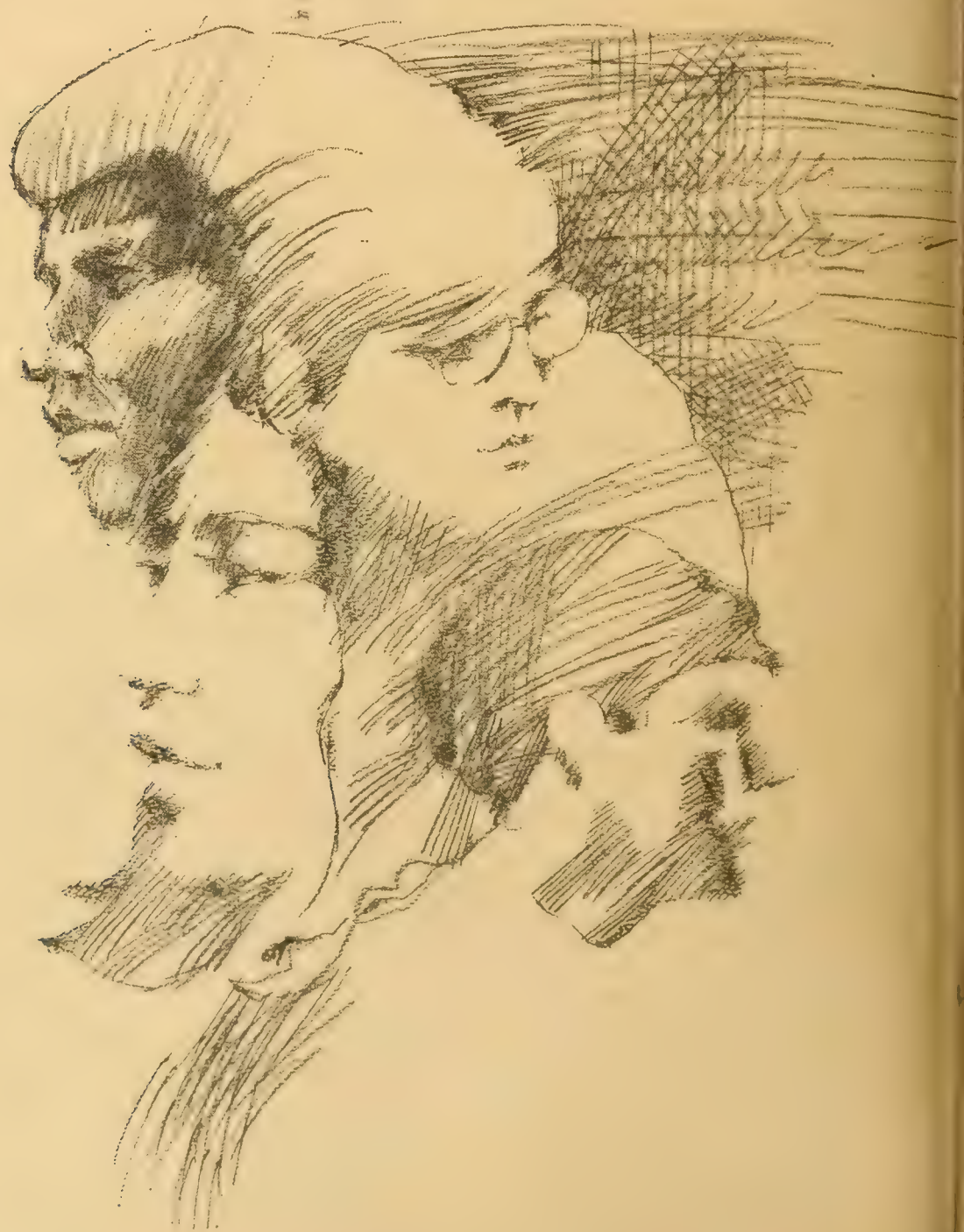
"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."



1980! WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

Some ominous reports from the high schools

On the dark side are reports from hundreds of high schools to the effect that "the colleges have seen nothing, yet." The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders "usually more precipitous,



spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.' "

Bruce Chalmers, master of Winthrop House, saw "a kind of antitoxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



Despite the scare headlines, a mood of cautious optimism

Many colleges have learned a lot from the disruptions



1980! PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called "a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance."

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

"America's institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

"They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today's needs but will have its major thrust toward tomorrow's."

The need now: to work on reform, calmly, reasonably

1980! IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University's vice-president for public affairs, Steven Muller ("My temperament has always been more activist than scholarly"), put it thus before the American Political Science Association:

"The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

"It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

"Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric

of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

Can dissent exist in a climate of freedom and civility?

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."



1980! THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

What part should students have in running a college?

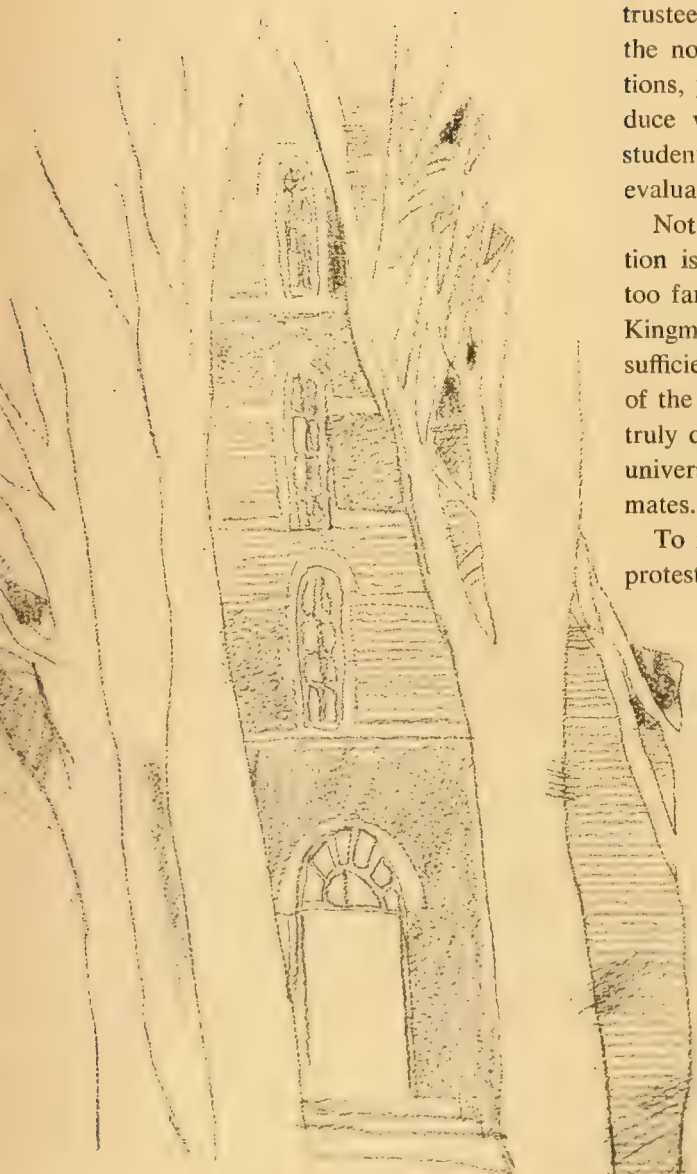
Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

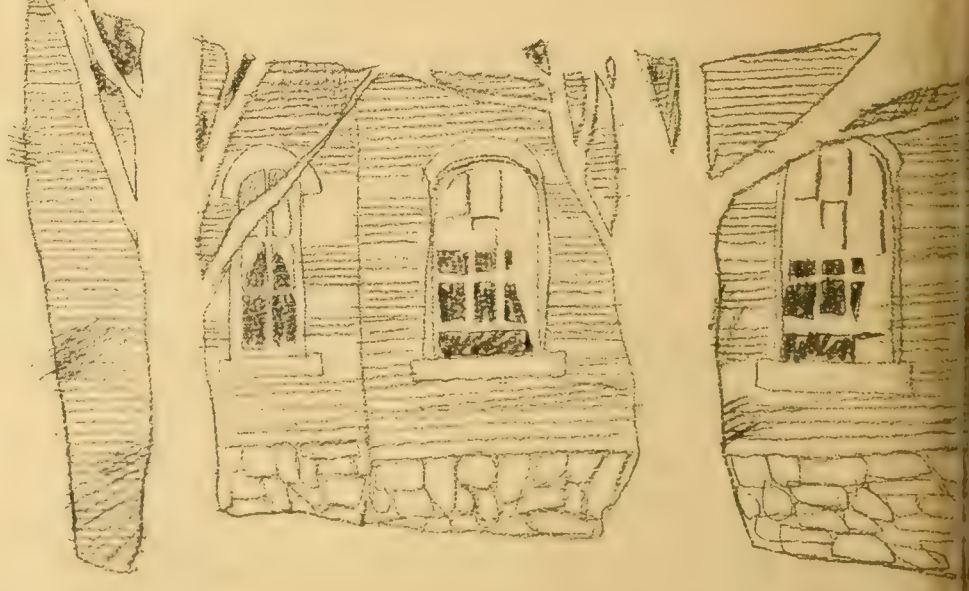
► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

Trend: Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis





that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

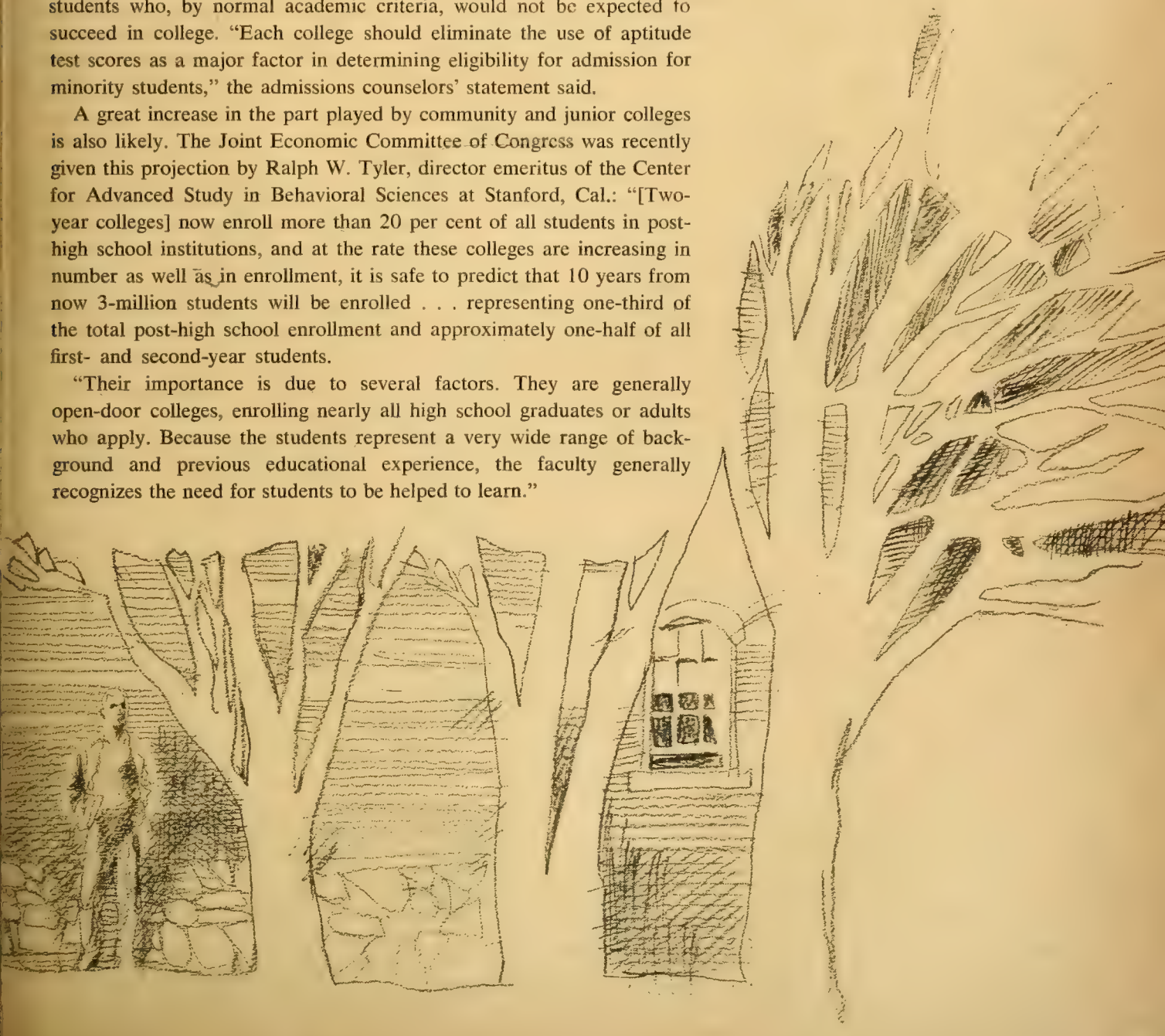
► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

What about the enrollment of youths from minority groups?

Trend: A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."



Negro institutions: what's their future in higher education?



► **What is the future of the predominantly Negro institutions of higher education?**

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of nonwhite students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

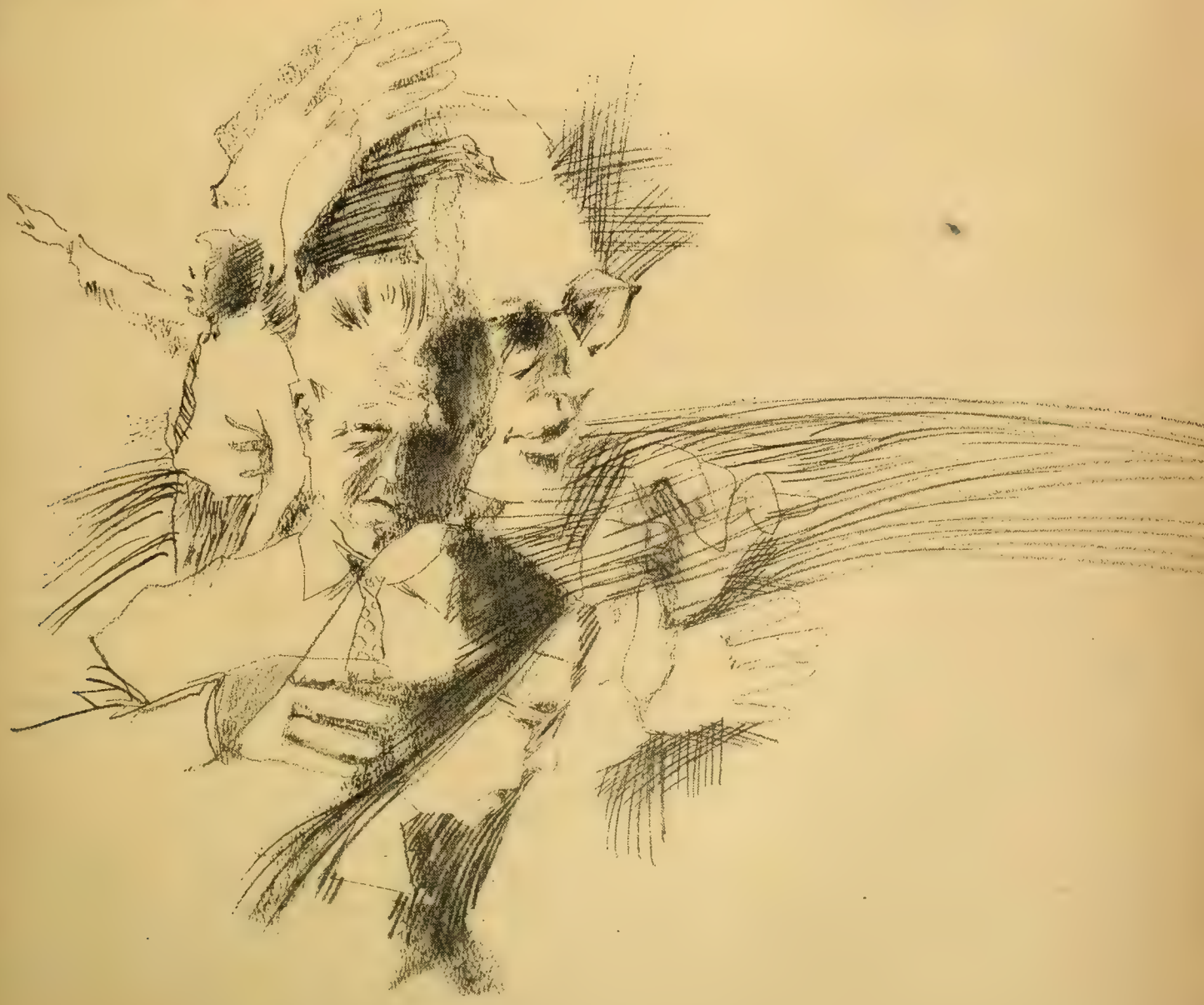
► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.

But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

The faculty: what is its role in campus governance?





► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Can the quality of teaching be improved?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting

that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

One great question will tower above all others

1980! BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others —and all the others may become a part of *it.* When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

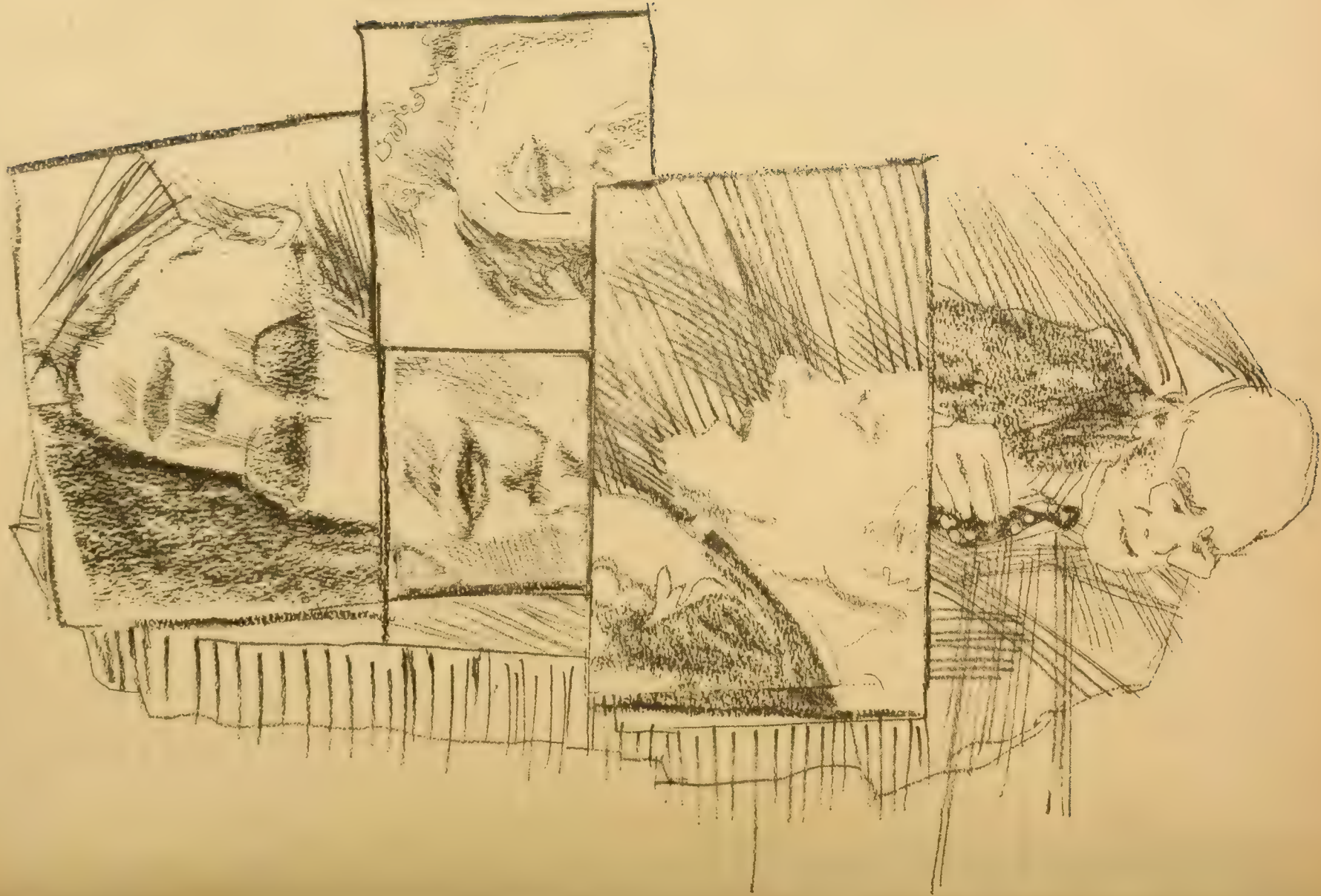
The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association,* for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued





the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Should colleges and universities take ideological stands?

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

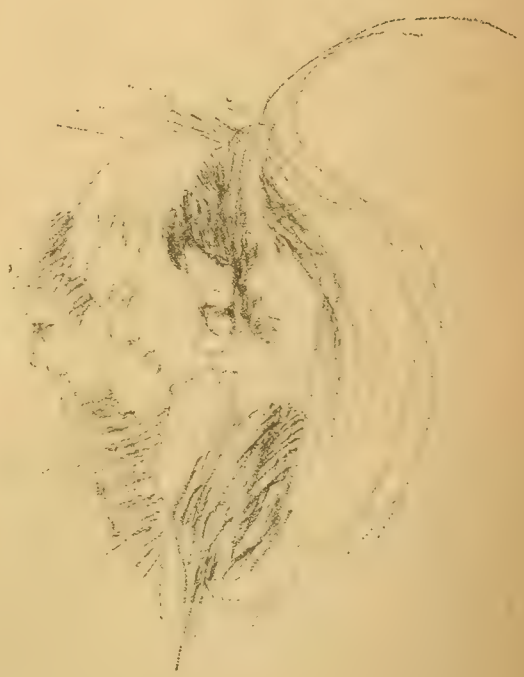
"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

". . . It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

". . . Every scholar who is also an active and perhaps passionate citizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own. . . .

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.



"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

1980! WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

Illustrations by Jerry Dadds



The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a nonprofit organization informally associated with the American Alumni Council. The editors, it should be noted, speak for themselves and not for their institutions; and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.
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GUILFORD *continued from page 10*

tutions and essentially be wasted. The tendency then will be for the private institution to continue its wasteful ways with the hope of getting additional state aid rather than reexamining itself.

WHEELER: All mention of state aid to this point has been to the student who attends a private college, with perhaps some additional overhead aid to the college itself.

North Carolina is ahead of many other states in the South in that we already have a precedent for state aid to private higher education. During the last General Assembly, the legislature made grants to the Duke University and Bowman Gray Medical Schools. We, therefore, may see state aid to private colleges come about sooner than we think.

What evaluation can be made of the new curriculum and particularly the freshman course "Man in the Twentieth Century" instituted last year?

BURRIS: I think it is too soon, but most of us who are working with the newer programs are positive about the students' reception of them. The new courses are not boring, and they are not stale. It is not just the same old thing; it is different. I think that these are the plus factors.

How long will it be before the new curriculum's success can be effectively measured?

BURRIS: For the freshman program in particular, which really represents the only important change, the success depends upon what the students do in their sophomore, junior, and senior years.

I would say that we have to wait until this year's freshman class is a senior class before we can get the kind of feedback we need to answer some questions. But, the concept is a good one, and I have no reason to believe anything except that we will find that was a good move.

Should the college be neutral in political and social controversies?

HOBBS: In general, yes. Guilford College will not and should not line itself up on this or that side of a major national issue. Of course, a college may represent certain social values in terms of its committment to a certain historical group or point of view. For instance, Quaker colleges have quite a record of institutional involvement in ways of encouraging peace, and this is certainly one of our concerns at Guilford.

Although the college is not an active political entity, we expect and want our professors to have their own individual involvements. This is a matter that relates to academic freedom in the clasroom. We feel that this is a healthy situation.

What do you believe to be the greatest challenge that Guilford faces in the decade of the Seventies?

HOBBS: I look upon this as a period of intense growth, achieving more completely than we yet have our goals in teaching, in learning, and in being a vigorous and committed Christian college.

There is going to be a tremendous challenge to us to raise needed funds; and I would like to pass this challenge along to our alumni, friends, corporations, and foundations. All can help us achieve this important goal.

PARSONS: I think that Guilford should remain simple, small, and not highly organized because flexibility within an educational institution is extremely important.

We must remain what we are and not try to emulate the university. Relating more to the community is the political implication that I would like to see emphasized. I think our youngsters are doing it with Headstart and with tutorial services, and we ought to continue and increase this.

WHEELER: I say that Guilford's greatest challenge is to articulate its programs and it desires as a college to all of its constituents so that the college might seek their understanding and their support. If we are successful in doing this—as I have every confidence that we will be—the decade of the Seventies holds a good ten years for Guilford.

LANIER: I would say that to articulate these needs we need a more scientific approach to institutional studies in order to help define this role of building.

BURRIS: One of the biggest problems colleges have is self-satisfaction, and we need to avoid this like the plague. We need to accept the fact that continuous change is necessary—continuous reevaluation of our programs, our faculty, and our whole approach to education—and realize that we have to maintain our momentum. In the process we have got to make sure that we preserve the commitment of the faculty to the institution.

GODARD: I think turmoil, frustration, challenge, and change are the names of the game from now on. Our challenge is: can we remain responsive to the basic and the changing needs of individuals, and to the basic and the changing demands of society? Can we rise above petty self-interest and self-satisfaction without succumbing to exhaustion which is a possible outcome in this time of turmoil? I do not think we will succumb to exhaustion, but it will require a positive sense of self-renewal, individually and collectively.

END

Campus Notes

Black Students Stage Peaceful Demonstration

Guilford College's black students organization, BASIB (Brothers and Sisters in Blackness), met with fifteen administrators and faculty members March 13 to discuss matters of concern to the blacks.

Following the one-and-a-half-hour meeting, President Grimsley T. Hobbs described the talks as "revealing."

"The black students said they frequently have felt unwelcome, even alienated, in many aspects of their life at Guilford. They cited instances of what they considered to be discrimination and intimidation, and also of occasions when they had been humiliated and shown a lack of personal respect," reported Dr. Hobbs.

"They credit this to a fairly widespread insensitivity, hostility, and misunderstanding of black students by white students, faculty, and staff," he added.

According to Dr. Hobbs, many of the grievances of the black students came as a surprise to the faculty and administrators present at the meeting. He told the black students that the allegations would be examined carefully.

Because of their grievances, the black students requested the establishment of a black studies center on campus, the hiring of additional Negro professors, improved transportation to off-campus events, a review of the punishment handed one of their members for a rules infraction, the abolishment of dormitory hours for black women, and a guarantee of a minimum grade of C for the spring semester for blacks.

Following the discussion, the administrators and faculty met and delivered their answers to black leaders at a meeting March 15. The administrators and faculty agreed that two rooms in Cox Hall would be set aside as a meeting place for BASIB and that the black students could use college cars, when available and at their own expense, to attend their scheduled off-campus activities. Hobbs explained that this is in keeping with the college's policy of furnishing meeting space and transportation to officially recognized campus organizations.

As for the hiring of additional black professors, Dr. Hobbs reported that the college is trying to recruit qualified black professors. He pointed out, however, that competition among colleges is keen for such teachers.

Hobbs stated, "Apart from the general educational talents of such personnel, black professors would provide adult leadership which understands the black experience and the special problems of black students on campus; such leadership would also help white students, and the white community at large, to understand the Negro."

Dr. Hobbs referred to the Student Affairs Committee the requested review of the indefinite probation handed a black student for a campus rules violation.

Concerning the lifting of dormitory hours for black women, Hobbs stated, "The matter of dormitory hours for women is being considered campus wide at the present time. It is not a black or white issue, and any regulation must apply to all women students."

The request for a minimum grade C for black students was provisionally denied, subject to further consideration by the Faculty Curriculum Committee.

On the following morning, March 16, more than twenty of Guilford's thirty-three black students appeared at the administration building, New Garden Hall, and staged a quiet, orderly sit-in in the lobby to dramatize the importance and urgency of their minimum grade request.

An afternoon meeting of the Faculty Curriculum Committee was called to meet with black students who described the experiences leading to their request for a guaranteed minimum grade of C.

The black students explained that as students in a predominantly white college they are under complex and often severe pressures and that their efforts to create a campus environment more conducive to their study had caused them to fall behind in their classes.

While assurance of a C grade could not be given, the curriculum committee recommended that the faculty should make a genuine effort to counsel black students and to allow them to make up backwork. The committee also recommended that it be made possible for black students to receive academic credit for constructive planning leading to an improved campus environment, subject to the prior approval of the academic dean. Hobbs noted that similar credit is given to students for approved projects performed outside the classroom.

The committee also recommended that the entire faculty make a thorough study of the grading system to determine whether it is fair and equal to all students.

The black students met following receipt of the committee proposals and agreed to end their day-long sit-in. They left the administration building clean and orderly following their demonstration.

"This has been a period of growing awareness of fundamental problems in human relations at Guilford. It is unfortunate that the black students have felt discrimination at Guilford and thought it necessary to use this means to call attention to it.

"We feel, however, that this will result in greater understanding between the races, and therefore, that it can be of benefit to the college," said Hobbs.

Zopf Appointed Dana Professor

Dr. Paul E. Zopf, Jr., chairman of Guilford's Department of Sociology, has been designated Dana Professor for the coming academic year.

In making the announcement President Grimsley T. Hobbs described Dr. Zopf as "one of Guilford's most outstanding professors, both in his teaching and in his research leading to publication."

Dr. Zopf's newest book, which he wrote with T. Lynn Smith of the University of Florida, has just been published by the F. A. Davis Company of Philadelphia.

Entitled *Principles of Inductive Rural Sociology,* the book was written for use as a text in undergraduate college courses.

A native of Bridgeport, Connecticut, Dr. Zopf has been teaching at Guilford since 1959.

After receiving his bachelor's degree from the University of Connecticut and his master's from the University of Florida, both in biology, Dr. Zopf switched his field to sociology because he "became tired of the nonhuman aspect" of his subject.

He then studied social theory at Tulane University and later earned his doctorate in sociology at the University of Florida.

Being named Guilford's fourth Dana Professor brings Dr. Zopf a salary subsidy as well as the honor.

Dr. Hobbs explained that funds from the Charles A. Dana Foundation make it possible for Guilford College to provide higher professional salaries, both to reward current faculty members and to attract outstanding teachers to Guilford.

Trustees Name Ragan and McLendon to Board

Herbert T. Ragan '37 of High Point and Charles A. McLendon of Greensboro have recently been appointed to the Guilford College Board of Trustees.



RAGAN '37



MCLENDON

Ragan is president of Ragan-Carmichael, a High Point hardware distributing firm. He is chairman of the 1969-70 Loyalty Fund annual giving program and is president-elect of the Guilford College Alumni Association.

McLendon is vice-president for personnel of Burlington Industries. A native of Greensboro, McLendon graduated from the University of North Carolina at Chapel Hill and later studied at the School of Textiles at North Carolina State University.

He joined Burlington in 1948 and was elected a vice-president ten years later. In 1962 he assumed his present position.

McLendon is a director of First Union National Bank in Greensboro and a trustee of Moses H. Cone Memorial Hospital. He is a former chairman of both the Greensboro Human Relations Council and the Heart Fund.

Both Ragan and McLendon are former members of the Guilford College Board of Visitors.

Fire Destroys Hut

The Hut, a campus gathering place for Guilford students for over thirty years, was heavily damaged by fire March 5.

The blaze was spotted around one o'clock in the morning by students celebrating Guilford's basketball victory over A & T State University in the NAIA District 26 playoff. The students formed a bucket brigade in an unsuccessful attempt to extinguish the fire before firemen arrived.

The cause of the blaze remains undetermined. Greensboro Assistant Fire Chief Ed Smith virtually ruled out arson.

"We don't know exactly what caused the fire, but there is no evidence at all of arson," said Smith.

"I suspect it was started from a burning cigarette," he added. An investigation of the blaze is continuing.

The estimated loss of the building and its contents is figured at $6,500. No decision has been made whether to rebuild the Hut or not.

Originally the college's first power plant, the building was renovated in 1936 as a social and club room. Officially named the Student Affairs Building, students dubbed the small brick structure the "Hut," a name that stuck throughout the years.

The building was once used for silent Quaker meetings, later it served as the language laboratory, and more recently has been a coffee house.

Lord Resigns; Johnson Head Football Coach

Robert C. Lord, head football coach at Guilford College for the past two seasons, assumed a position March 1 at Appalachian State University as an assistant football coach and administrator of the school's camp program.

Guilford College Athletic Director, Dr. Herb Appenzeller, has announced that Wilbur Johnson, assistant coach for the Quakers for six years, will replace Lord as head coach.

Under Coach Lord the Quakers compiled a two-year record of 4-17, including forfeiting all Carolinas Conference games last season for using an ineligible player.

Johnson, twenty-eight, is a graduate of the College of William and Mary and served there as freshman coach for one year.

This past season as defensive coordinator for the Quakers he built a unit that ranked second in the conference in total defense.

Alumni Tour











A splendid European tour is on tap for Guilford alumni this summer—a service of your Office of Alumni Affairs.

This twenty-one day tour of seven European countries includes a delightful Rhine River cruise as well as the exciting cities of Amsterdam, Lucerne, Innsbruck, Venice, Florence, Rome, Paris, and London.

This tour is from July 11 to August 1 and will cost $969 per person. The trip leaves from New York with jet service to Amsterdam.

The Guilford College Alumni Tour has been planned with the interest of our graduates and friends in mind. It includes first class accommodations and sightseeing tours throughout. Professional, mature tour escorts will accompany you.

In addition to the financial savings, a group tour such as this one assures excellent accommodations, relief from the time and worry of making one's own arrangements, congenial company, and numerous opportunities for leisurely exploring on one's own.

For detailed information and colorful brochures on the tour, write Alumni Tour,
Guilford College,
Greensboro, North Carolina 27410.

There is still time to join this unique travel experience before the May 15 deadline.

Class Notes

Received as of March 1, 1970

1914

For the past eleven years *Rufus W. Dalton* has been living in retirement in Winston-Salem, where he worked forty-three years with Wachovia Bank and Trust Company. He has one son who lives in Roanoke, Virginia.

1917

After forty years of service, the Reverend *Joseph H. Brendall* has retired from the Western North Carolina Conference of the United Methodist Church. He is now serving as minister emeritus of the First Methodist Church in Franklin, N. C. He and his wife, Carolyn, live on First Street in Franklin.

1920

Vera Joy McBane Farrell, a retired high school mathematics teacher, is living in Pittsboro, North Carolina.

Frances Moore Herring of Wilson, North Carolina, informs us that her husband died in July of 1969. Her daughter *Nancy Herring Johnson* '54 is a piano teacher in Erwin, North Carolina, and has two children. Another daughter, Frances, and her husband, a pediatrician, are missionaries in the Congo. They have three children.

1921

After twenty-one years of teaching French and English in North Carolina public schools, *Ada McCracken Hunter* has retired. She also taught fifth and sixth grades in Guilford County for seven years. Ada and her husband, Raymond, live at 111 Dolly Madison Road in Greensboro.

1924

Marvin Shore and *Nida Lee Blalock* '25 were married March 30, 1969. They live in Pilot Mountain, North Carolina. Nida is a retired school teacher.

1927

Sidney A. Winslow is the principal of Rural Hall School near Winston-Salem, North Carolina.

Thomas and *Ruth Horney Watson* '28 recently remodeled a house in Pinnacle, North Carolina. They plan to use the house for vacations and in their retirement.

1929

Ruth C. Edwards has been a resident of the Methodist Retirement Home in Durham, North Carolina, for the past seven years.

Hallie Simmons Mabe is retired and lives in Pilot Mountain, North Carolina.

1931

Gertrude Herbert Hinshaw retired from the Norfolk City Schools in June of 1969.

1933

Last September *Dr. Morgan Raiford,* ophthalmologist and owner of the Atlanta Eye Clinic, visited the medical clinics at Moorfields Eye Hospital in London. He and his wife, Bernice, also attended the Charlotten Lund Eye Conference in Copenhagen and visited Paris.

Harlan B. Stout is the Executive Director of the South Carolina Bakers Council in Columbia, S. C. He has two daughters: Anna Louise, a graduate student at Wake Forest University; and Susan, a high school senior.

1935

The Reverend *Berl A. Lewis,* pastor of the United Church of Christ in Sunnymead, California, for the past six years, retired December 31, 1969. Mr. Lewis has also served churches in New York, Massachusetts, and Connecticut. During World War II he was chaplain in the Eighth Air Force in England and served in the United States at March and Hamilton Fields. Mr. Lewis writes, "I have enjoyed every moment of my thirty-eight years in the ministry. In the future I expect to supply pulpits or do interim work in the United Church of Christ." He and his wife, Ruth, have three children and one granddaughter.

1937

Dorothy Gardyne Dimmock spent a very eventful year in 1969. She visited Ireland for two weeks last Spring and traveled to Bay City, Michigan, where her son Richard lives. Also, she restored her farm, Hunky Dory, and built a new house, which she sold. She lives in Hatchville, Massachusetts.

Clarence H. Hill is professor of entomology at Virginia Polytechnic Institute in Blacksburg, Va. He and his wife live in Winchester, Va.

Mary (Tacy) Allen Mann lives in Winston-Salem with her son John, a high school sophomore. Her son William is a student at the University of North Carolina at Chapel Hill. Her daughter, Mary, was married last summer and now lives in California.

1939

The Reverend *Howard B. Yow* is the minister of Bethesda Friends Church in Dunn, North Carolina. He is active in the Ministers' Association and the Dunn Rotary Club. Mr. Yow is a past president of Rotary Clubs in Mount Airy, N. C., and Noblesville, Indiana. He is married to the former Lalah Smith.

1941

Anna Shultz Gottlieb is a registered nurse in the children's surgical department of Grady Memorial Hospital in Atlanta. Her husband, Edward, is an administrative assistant in the U.S. Department of Agriculture Food Stamp program. Her twenty-year-old daughter, Phyllis, is doing research at the Human Development Institute.

The Reverend *John William Lipscomb* is an engineering aide with the Greensboro Public Works Department. After serving as a Presbyterian



■ The Reverend CARL JONES '54 is Episcopal chaplain at Auburn University. He is also serving as chairman of the Division of College Work of the Diocese of Alabama and president of the Auburn Ministerial Association.

minister at two churches in South Carolina, John returned to Greensboro where he is now active in the Inner-City Ministry.

Josephine Swift Lord and her husband, Charles, are living in Cincinnati. Their daughter, Donna, is studying music at Guilford, where she is a sophomore. Their son, Ron, is attending the University of Zambia in Africa.

1943

Ruth Lockwood Peaser and her husband, Ed, have three children—David, twenty years old; Eddy, sixteen; and Beth, fourteen. Ruth teaches voice and piano to thirty-two students in Scottsdale, Arizona.

1944

For the past five years *Hazel Key Schoonmaker* has taught kindergarten in Weymouth, Massachusetts. Recently the United Church Press accepted for publication a kindergarten course which she prepared. The course contains a teacher's course book, a book for the children, and a resource packet. It is part of the children's curriculum prepared under the auspices of the National Council of Churches. Hazel has prepared a number of similar publications over the years and is now writing a course for primary children. Hazel was also recently accepted for graduate study in secular education at Saint Joseph's College in West Hartford, Connecticut. She lives in Avon, Conn., with her husband, Ted, and two daughters —Sara, thirteen; and Susan, eleven.

1945

Virginia Chapin Freeman is living in Santa Barbara, California, at 450 Via Dichosa. She has three daughters, all married, and two granddaughters.

Dorothy Peele Kramme is president of the Salem County, New Jersey, Federation of Republican Women. Her husband, Paul, is executive vice-president of Ace Glass Company. The Krammes have three sons: Paul III, nineteen; Steve, sixteen; Alan, thirteen; and one daughter, Susan, twenty-one.

1946

Norman Shaen is a podiatrist in Camden, New Jersey, and lives at 2710 Westfield Avenue in Camden.

1949

The Reverend *Garland Howard Allred* has been named Senior Man of the Year by the Concord, North Carolina, Jaycees. The pastor of Epworth Methodist Church, Mr. Allred was cited as a "super salesman of God." He has been active in the United Fund, Boy and Girl Scouts, and Alcoholics Anonymous. He is a member of the College Coordinating Council of the Western North Carolina Annual Conference of the Methodist Church and secretary of the Annual Board of Evangelism for the conference. A Mason and Shriner, Mr. Allred is an honorary and lifetime member of Optimist International. He is married to the former Florence Oakley, and they have three children —Don, Susan, and Laura.

The General Board of the Gaston, North Carolina, Baptist Association has named the Reverend *Hoyle T. Allred* superintendent of missions. He has served as pastor of Flint Grove Baptist Church for the past eight years. His new responsibilities will involve cooperative efforts between the ninety member churches, development of leadership and church programs, and missions outreach. He is married to the former Dorothy Purvis, and they have three daughters.

1950

Eleanor Corneilson Rice is teaching fourth grade at North Colonie School in Latham, New York. She writes that recently she and her husband, Randy, enjoyed the play *Middle of the Night*, starring *Gerald Duckor* '49. The Rices and the Duckors are neighbors in Londonville, New York. Gerald Duckor works for the State of New York as a hearing examiner on transportation matters.

Arch L. Riddick, Jr. has been promoted to supervisor of the group insurance claim department for Aetna Life and Casualty Company in Kansas City, Missouri. Arch joined Aetna in 1952 as a claim representative in Washington, D.C., was named assistant supervisor in Richmond in 1963, and served as supervisor in Salt Lake City for two years. He now lives at 629 West Dartmouth Road, Kansas City.

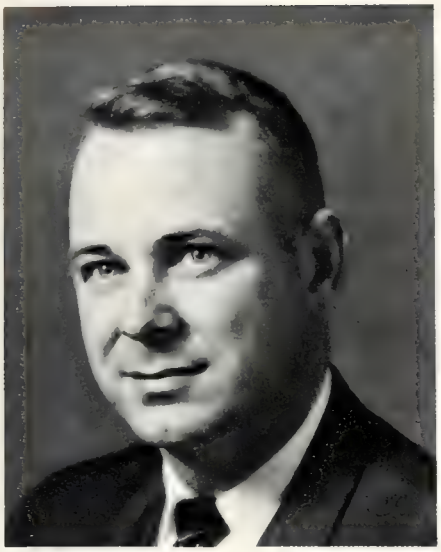
1951

A. William McDonald is the manager of the Yadkin Valley Telephone Membership Corporation in Elkin, North Carolina. He has four children.

Edward C. Stannard is a medical record librarian and a regional supervisor of medical record services for the Puerto Rican Department of Health.



■ HENRY A. MITCHELL, JR. '57, a former Raleigh attorney, has been appointed deputy general counsel of the Export-Import Bank of Washington, a government operated institution that provides loans and insurance to stimulate U.S. exports. President Nixon confirmed the appointment. Mitchell served as executive director of the North Carolina Citizens for Nixon-Agnew during the 1968 election campaign.



■ James E. Clark '58 has been promoted from assistant secretary to assistant vice-president of the Federal Home Loan Bank of Greensboro.

1953

James William Winters, formerly with the Western Electric plant in New York City, has been transferred to the Greensboro plant and promoted to an assistant manager. He began his career with Western Electric in 1953 and was promoted to department chief in 1967. James, his wife, and their three children live at 1509 Valleymeade Road, Greensboro.

1954

Yasuko Maekawa Adams is married to Robert J. Adams, a teacher of Asian folklore at Indiana University. The Adamses have three daughters, ages twelve, eleven, and nine.

Hugh Downing is senior producer and director of WQED, Pittsburgh's educational television station.

Leslie E. Warrick, Jr. has been serving as chairman of the Wayne County, North Carolina, Republican Party this year. He says his goal is "to see Wayne County truly become a two-party county." Les has been in the real estate business since 1956, and he now owns the Warrick Real Estate and Insurance Company in Goldsboro.

1955

Vannie Eugene Gray of Kensington, Maryland, was one of five chemists chosen by the U. S. Government to tour France. He is with the Bureau of Standards.

1956

Franklin H. Davis is the head of the cost and accounting department of Globe Furniture Company, a division of Burlington Industries. He lives at 2211 Fawn Street, Greensboro.

Royce R. Garrett is stationed in Washington, D. C.,with the programs division of the U. S. Coast Guard. He was recently promoted to commander and expects to finish his four years of service in 1971. Royce received his master's degree in management at the U.S. Naval Postgraduate School in 1965. He and his wife, Mary Jo, have a one-year-old son, Larry Royce.

Jerry Payseur is the division manager for Field Enterprises Education Corporation, publishers of World Book Encyclopedia. He lives in Charlotte with his two children.

Charles (Chick) Trafford and his wife, Susan, announce the adoption of a daughter, Elizabeth, born May 21, 1968. The Traffords have recently moved to Newark, Delaware, where "Chick" is the eastern manager of school services for Macmillan Publishing Company.

1957

Lee H. Jacobson has joined Harshe-Rotman and Druck, an international public relations firm, to manage production services in its New York City office. Lee, now a resident of Brooklyn, was formerly with Media Distribution Services. He is a charter member of the Basketball Writers Association of America.

James N. Palmer is an assistant professor of English at the University of Florida in Tampa. He has four children: Timothy, twelve; Gregory, eight; Geoffrey, six; and Christine, three.

1958

Nicole Schreiner Vogel and her husband, William, represented Guilford College at the inauguration of Albert R. Jonsen as president of the University of San Francisco on February 27. The Vogels live in San Francisco.

1959

Dr. Richard O. Ringewald and his wife have two children, Jeremy Matthew, born July 6, 1969, and Erica Renee, two years old. They live in Riverside, Illinois.



■ Robert A. Newton '58, principal of Page High School in Greensboro, has been named the North Carolina Jaycees' Outstanding Young Educator. Newton, selected from fifty-six candidates, was cited for his work in establishing special education programs for the gifted and the mentally retarded, for setting up teacher incentive programs, and for his leadership of youth at the First Moravian Church. He will vie for the national title later this year. Newton is also president of the Guilford College Alumni Association.

1960

Bobbitt Faulk was promoted to manager of the Employment Security Commission in Roanoke Rapids, North Carolina. Bobbitt joined ESC in 1963 and has served in Raleigh and Charlotte. He has also worked with the U.S. Public Health Service and the N.C. Welfare Department.

Patricia Isaacs Freeman and her husband, *Charles* '61, announce the birth of their first child, Brian Charles, born November 9, 1969. They live at Pilot Mountain, North Carolina.

1961

Richard B. Marks has been teaching in Plainedge, New York, for seven years. Recently he was made a life member of the Parent-Teacher Association for his outstanding work with the youth of the community.

Lillian Burrow O'Briant has been selected to appear in the annual biographical compilation, *Outstanding Young Women in America.* She was nominated by the Junior Woman's



■ Maurice T. Raiford '61 received his Ph.D. from Duke University last fall. His research in theoretical physics was done in the field of quantum electronics. Dr. Raiford was also recently promoted to assistant professor of physics at Guilford.

Club of Asheboro, North Carolina, to receive the honor, which goes to young women who unselfishly contribute to the betterment of their communities. Lillian lives at 856 Redding Road in Asheboro.

Donald Russell Redmond and Wanda Rose Gantt were married December 20, 1969. Donald is a photographer and graphic designer with P. Lorillard Company in Greensboro.

1962

Carol Lynne Hundley and *Terry Lynn Nelson* '70 were married November 29, 1969. Lynne is a counselor at Grimsley High School in Greensboro. Terry is assistant football coach at Guilford. He has served with Army Intelligence and was awarded the bronze star and the air medal for service in Vietnam. The Nelsons live at 323 Lindley Road, Greensboro.

Christopher Leete Naylor was married to Jannet Christine L'Hommedieu on January 17 in Baltimore.

Bob Parish is employed by the Long Beach, California, Unified School District. He lives in Los Alamitos, Calif.

1963

Thomas E. Barnes is a sales representative in the uniform division of Klopman Mills. He and his wife, the former *Linda Caroline Krauss*, live at 62 Maxwell Road, Garden City, New York. They have two children—Lisa, age four; and Deborah, age two.

The February 10 birth of Andrew David Baxter is announced by his parents, David and *Linda Sheppard Baxter*. The Baxters live on Route 1, Stanley, North Carolina.

James B. Frye is the buildings management officer of the General Services Administration in Alexandria, Virginia.

Recently *Max Garner* was appointed regional manager of Rhodes Furniture stores in North Carolina and Virginia. Max joined the Rhodes chain in 1957 and became manager of the Greensboro store in 1961. In 1967 he received the Furniture South Award of Merit for distinguished service to the furniture industry. Max is a member of the Greensboro Sertoma Club and is a director of the Greensboro Merchants Association. He and his wife, Kate, have two children: Eric, fifteen; and Kathy, ten.

Jack Holley was named Football Coach of the Year for 1969 by the Waccamaw Athletic Association. He also received the same honor in 1967. This past gridiron season was Jack's sixth with the Red Devils of Tabor City, North Carolina. He is married to the former *Judy Wells*, and they have two daughters: Julieann, four; and Jemma, two years old.

Fred M. Lomax III has been promoted to assistant manager of the Wilmington consumer credit department of North Carolina National Bank. Fred joined NCNB as a field representative in 1962. He was recently named Consumer Credit Man of the Year in Wilmington.

1964

Milton Mitchell Faulk was married November 22, 1969, to Mary Angela Pridgen. They live in Garner, North Carolina.

Donald R. Foltz is a warehouse manager for the Army and Air Force exchange service in Vietnam.

William R. Joyce is a tobacco warehouseman and fertilizer dealer in Stoneville, North Carolina. He and his wife, the former *Dorothy Kendrick* '66, have two children: Bill, Jr., five; and Jacqueline, three years old.

Alan Ray Mabe, son of *Hallie Simmons Mabe* '29, was married to Susan Daude July 12, 1969. He is on the faculty of Syracuse University in New York.

Karen Karnan Spector and her husband, Eric, live in McLean, Virginia. Eric is working with a patent law firm in Washington, D. C. They have one son, David Anthony, two years old. They write that they recently visited *Harley Mimura* and his wife, the former *Carolyn Gooden* '65, in Dallas.

Virginia White Wilson is teaching reading and study skills in Stamford, Connecticut, with Educational Services. She is living in New York while her husband serves as a physician in the U. S. Navy.

1965

Patsy Mallard Braxton is a guidance counselor at Northeastern High School in Elizabeth City, North Carolina. She expects to receive her master's degree in June from Old Dominion University in Norfolk, Virginia. The Braxtons have a son, Robert Steven, born May 23, 1969.

Mr. and Mrs. *Julian Lawrence Buffaloe* are the proud parents of a baby girl, Laura Ann, born October 1, 1969.

Ronald S. Jamieson II of Blairstown, New Jersey, was a write-in candidate for township committeeman in last November's election.

Skip Phelps is a Naval aviator flying the supersonic F-4 Phantom jet. Skip returned from a cruise to the Mediterranean in time to spend the Christmas holidays with his wife, the former *Ann Judd* '66. They reside in Virginia Beach, Virginia.

James Kenneth Stephens, Jr. and Cheryll Anne Lewis had a Valentine wedding when they were married February 14 in High Point. James is employed by Golding Upholstery Fabrics in Chicago.

Peter Tremain Stratton, son of *Robert* and *Nina Beecham Stratton* '67, was born July 20, 1969. Bob is an optician and contact lens specialist and manager of a branch of Michener and Stratton Opticians. The Strattons live in Drexel Hill, Pennsylvania.

Ernest Kevin Thorsell is now teaching biology at Proctor Academy in Andover, New Hampshire.

Joseph Mark Warren and Beverly Cheryle Wells were married November 30, 1969. They live at 3309 Trent Street, Apartment E, Greensboro.

1966

Dr. James O. Bailes has opened the Guilford Chiropractic Clinic at 5410 West Friendly Avenue, Greensboro. He received his Doctor of Chiropractic degree in human anatomy from the National College of Chiropractic in Lombard, Illinois, and served his internship with the Chicago General Health Service. Dr. Bailes, his wife, Becky, and their one-year-old son, Jimmy, live at 1605 Forest Valley Road, Greensboro.

Willis H. Bivins is currently a student in New York University's graduate school of public administration; he is working toward a master's degree in urban planning. He is also a tour escort on shore excursions from the cruise ships M. S. *Gripsholm* and the S.S. *Brazil*. He recently visited Africa, South America, the Caribbean, Scandinavia, Russia, and Poland.

John B. Burns is a Naval aviator serving with the famous "Tophatters" of Fighter Squadron Fourteen, the Navy's oldest and most respected squadron. He returned from a Mediterranean cruise in time to spend the Christmas holidays with his wife, *Mary Cole Burns* '67. They make their home in Virginia Beach, Virginia.

James M. Hunt is working with Merrill Lynch, Pierce, Fenner and Smith in New York City as a portfolio analyst. He joined the brokerage firm in 1969, after earning a master's degree from Crummer School of Business and Finance at Rollins College in Winter Park, Florida.

John T. McCauley, Jr. is a supervisor of textile manufacturing at the Martinsville, Virginia, nylon plant of E. I. du Pont de Nemours and Company. He received an M.B.A. degree in 1968 from Syracuse University.

Rosalyn Ellen Parrish, a social worker in the Wake County, North Carolina, Department of Social Services, has been selected to appear in the 1969 edition of *Outstanding Young Women in America*.

Elinor Dick Rush and her husband, Eric, have moved from Newport, Oregon, to Carlsbad, New Mexico. Eric is an announcer for radio station KBAD in Carlsbad. Elinor is working for the welfare department as a case worker.

Richard and *Claire Cammisa Volpitta* '68 announce the birth of a son born August 14, 1969. Rich is a lieutenant in the Navy stationed on the U.S.S. *Chukawan*, based in Norfolk, Virginia. Claire taught second grade in the Norfolk school system last year.

1967

Ann Randall Burton and Donald Edgar Richmond were married December 26. They live at 4701 Brompton Drive, Greensboro. Ann graduated from Brigham Young University in Utah and was formerly an advisor to the Youth Council in Florence, South Carolina.

Airman *David R. Conrad* has received his first assignment after completing basic training at Lackland Air Force Base in Texas. He has been assigned to a unit of the Tactical Air Command at Forbes Air Force Base, Kansas, for training and duty in the transportation field.

The Army Commendation Medal has been awarded to 2d Lt. *Kenneth M. O'Bryan* of the U.S. Army Field Artillery Center, Fort Sill, Oklahoma. He earned the award for meritorious service as adjutant of Headquarters Detachment, Seventh Training Battalion, Advanced Infantry Training Brigade.

U.S. Air Force 2d Lt. *John G. Sink* has completed a six-month bombardier course at Mather Air Force Base, California. John has been assigned to the Tactical Air Command and will fly aboard an F-4 Phantom II fighter bomber.

David E. Stanfield is teaching at Grimsley High School in Greensboro. His wife, the former *Hazel Powell* '69, is teaching at Page High School.

1968

Kenyon Patrick Browning and *Susan Lynn Ratteree* '70 were married December 21, 1969. Kenny is teaching and coaching at Martinsville High School and is a candidate for his master's degree at the University of North Carolina at Greensboro. They live at 1101 Mountain Road in Martinsville, Virginia.

Carey Mason Eanes and Sandra Kay Cranford were married December 21, 1969. They live in Ferndale, California, where Carey is affiliated with office personnel at the U.S. Naval Facility, Centerville.

David H. Long and his wife, *Polly Hagerman Long*, now live at 550 South Bennett Street, Southern Pines, North Carolina. Polly is teaching third grade, and David is in an administrative training program at Pinecrest High School. He is also a candidate for a master's degree at the University of North Carolina at Chapel Hill.

John A. Ward and *Jean Wilson Ball* were married November 22, 1969. They live in Greensboro.

1969

Louise Peyton Bullard and Frank Herndon Gregory, Jr. were married December 31, 1969. Louise is employed by Pilot Life Insurance Company. They live at 230 South Park Drive, Greensboro.

Colon Dennis Curtis was married to Brenda Jean Porter December 20, 1969. Dennis is employed as a sales engineer for Dover Elevator Company and is a drill instructor in the Army Reserve.

David Mack Deese, Jr. and Judy Lane Darnell were married February 7. David is a sales representative with Lambe-Young Gallery of Homes in Winston-Salem.

Nancy Carolyn Gates and James Curtis Loflin were married December 21. Carolyn is teaching second grade at Franklinville School in Randolph County, North Carolina.

James Leon Inman and Sheron Dawn Rayle were married December 21, 1969. They live on Route 2, King, North Carolina. Leon teaches at South Stokes High School.

Charles M. Kerans and his wife, Betty Ann, are expecting their first child in September. Charles is a statistician with Burlington Industries in Greensboro.

Mary Lancaster (Lani) Lentz and *Stephen Ray Johnston* '70 were married January 24. They live in Baltimore, where Steve is attending Towson State College.

Airman *Russell L. Mann, Jr.* has completed basic training at Lackland Air Force Base, Texas, and has been assigned to Lowry Air Force Base, Colorado, for training in armament systems.

David Poe has been transferred from Burlington Industries' plant in Greenville, South Carolina, to become assistant office manager of their plant in Clinchfield, North Carolina.

Airman *John W. Richardson* has completed basic training at Lackland Air Force Base, Texas. He has been

assigned to Presidio of Monterey, California, for training as a language specialist.

Robert B. Spain and Sue Ervin Turnmyre were married February 14. Bob is teaching at George Washington High School in Danville, Virginia. The Spains live at 2514 Mount View Road, Apartment 5, Danville.

On January 31 *Kenneth William Starnes* and *Annie Elizabeth Cobb* '70 were married. They live in Burlington, North Carolina.

E. Neal Trogdon has been appointed manager of the Eugene Street office of North Carolina National Bank in Greensboro. He joined NCNB in January after six months with Metropolitan National Bank in Richmond. Neal is also enrolled part-time as a graduate student at the University of North Carolina. He is married to the former *Judy Murray* '68.

Charles W. White and *Suzanne Brown* '70 were married December 21, 1969. "Chuck" is employed by Madison Throwing Company as a production planner. They live at 210-F Montrose Drive, Greensboro.

Patrick N. Withers and *Jane Ella Stamey* '71 were married January 25. Pat is a teacher and head football coach at Proximity Junior High School in Greensboro. They live on Greenbrier Road in Greensboro.

Deaths

Guilford's oldest alumna, *Rosa Coffin Edgerton,* died February 22 at the age of ninety-five. She attended New Garden Boarding School, which later became Guilford College.

For many years she taught school in Alamance, Yadkin, and Davie counties. She served on the permanent board of the North Carolina Yearly Meeting of the Society of Friends and was clerk of the Yadkin Valley Quarterly Meeting for twenty years.

At the time of her death, Mrs. Edgerton, widow of the Reverend G. Whitford Edgerton, was living in Yadkinville with her daughter, Mrs. Bill Helton. Other survivors are a stepdaughter, Mrs. E. J. Chappel, and a stepson, Emmit Edgerton, both of Dunn.

Mrs. Edgerton is buried at the Harmony Grove Meeting House in Yadkinville.

* * *

Ada Vuncannon McMasters of Asheboro, North Carolina, passed away November 30, 1969, at the age of eighty-nine. She had attended the Preparatory Department of Guilford College.

* * *

Dr. Laurimer John Moorefield, Sr. of Mount Airy, North Carolina, died of a heart attack December 9, 1969. He was eighty-one.

Dr. Moorefield did his pre-medical study at Guilford and received his medical degree in 1913 from North Carolina Medical College at Charlotte, which later merged with the University of Virginia Medical School. He did postgraduate work at the New York Postgraduate Medical School and the Chicago Eye, Ear, Nose and Throat Hospital.

Dr. Moorefield was credited with delivering more than 5,000 babies after beginning his medical practice in Mount Airy in 1915.

A former baseball player for Guilford, Dr. Moorefield helped to organize and served as the first president of the Bi-State Baseball League formed in 1933.

Surviving are his wife, the former Ruth Boyd of Charlotte; and three sons: Dr. Paul Moorefield of Mount Airy, Harold D. Moorefield of Greensboro, and Dr. L. J. Moorefield, Jr. of Charlotte.

* * *

Effie Mae Coble Wright died of pneumonia November 18, 1969. She attended the Preparatory Department of Guilford College and was a long time resident of Greensboro. She is buried at Rocky River Friends Meeting in Siler City, North Carolina.

* * *

Laura Doan Hutton '09 died after a lengthy illness January 27 at Friends Home in Kennett Square, Pennsylvania. She was eighty-one.

She attended Guilford for one year and later graduated from Earlham College.

Mrs. Hutton was a member of West Grove, Pennsylvania, Friends Meeting and was active in many community activities. She was a member of the League of Women Voters, and she did volunteer work for the West Grove Library.

She is survived by her husband, Sidney B. Hutton, Sr.; three sons; and ten grandchildren.

* * *

John H. Wharton '10 of Winston-Salem, North Carolina, passed away March 27, 1969.

* * *

John Gurney Briggs '11 of High Point, North Carolina, was buried January 17.

* * *

George Ernest Moore '13 died September 25, 1969. He lived in Liberty, North Carolina.

* * *

Malinda Emma Hobson McPherson '15 of Snow Camp, North Carolina, died January 15, 1969.

* * *

Odell Cummings '21 of Summerfield, North Carolina, died August 14, 1969.

* * *

Alta Jessup Hall '23 of Yadkinville, North Carolina, died July 3, 1969.

* * *

We received word February 2 that *Clarence Plin Mears* '34 has passed away. He is survived by his wife who lives in Keokuk, Iowa, and a son, Marcus.

* * *

Nancy Lee Carter Cummings '49 died February 10. She was the wife of James E. Cummings '46 of Liberty, North Carolina.

* * *

Merle Shelton Payseur '57 of Charlotte, North Carolina, died of cancer May 11, 1969. She is survived by her husband, Jerry Payseur '56; a daughter, eleven; and a son, seven.

* * *

Capt. *George Tyler Wynne* '66 died February 14 in an automobile accident at Fort Sill, Oklahoma, where he was stationed in the U.S. Army. He was twenty-eight years old.

He is survived by his parents, Mr. and Mrs. George B. Wynne of Raleigh, North Carolina, and one brother, William, of Chapel Hill.

* * *

Former faculty member *Dr. Gordon Lovejoy* died December 17, 1969. He taught sociology at Guilford from 1951 to 1963. His B.A., M.A., and Ph.D. degrees were earned from the University of Florida. He was a resident of Greensboro at the time of his death.

* * *

For Home or Office... or as a Gift

GUILFORD IN WATERCOLOR



Dana Hall

By arrangement with Davis Gray, nationally known watercolorist, the Alumni Association has produced a series of four sparkling paintings of new and old Guilford. Scenes include Founders Hall, Archdale Hall, Dana Hall, and the Library.

Each full-color painting measures 11" x 14" and is individually rendered — it is not a printed reproduction — on fine paper.

The price for each scene is $4.50, matted and ready for framing. All four may be ordered for $16.50.

The paintings may also be ordered framed with glass in handsome, hand-crafted frames of grey-brown wood with an inset of soft-toned grey linen, highlighted with an inner border of gold trim. These are available for an additional $5 per painting, which includes handling, packing, and shipping charges.

All four paintings are offered with full money-back return privileges.

FOR EARLY DELIVERY, RETURN THE ATTACHED COUPON TODAY.



Archdale Hall



Founders Hall



Library

Gentlemen: Please send me the Guilford Watercolors indicated below, at $16.50 for the set of 4, or $4.50 each.

☐ Please send the paintings matted, ready for framing.
☐ Please send the paintings framed (with glass).
I have enclosed the additional $5.00 per painting.

My check for $ ..... is enclosed.
If I am not completely satisfied, I understand I may return them for a full refund.

Founders Hall ..... Dana Hall
Archdale Hall ..... Library

Return to: GUILFORD COLLEGE ALUMNI ASSOCIATION
5608 WEST FRIENDLY AVENUE
GREENSBORO, NORTH CAROLINA 27410

Name .....

Address .....

City, State, Zip .....

Please make checks payable to Guilford College

SPRING 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

Guilford College Greensboro, N. C. 27410
Address Correction Requested

Alumni Day



One hundred years have passed since New Jersey artist John Collins recorded his visit to New Garden Boarding School in watercolor. A few years after his visit the boarding school became Guilford College, and the Founders Hall he pictured was remodeled.

Things at Guilford have been changing ever since. Still, there is enough of the familiar—buildings, towering oaks, and friendliness—for you to enjoy Alumni Day 1970.

Won't you please join us May 9.

JULY 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE



New York Public Library

Sociologist Andrew Gottschall examines myths of racism, exemplified in an engraving of Noah cursing Ham and the descendant black race





Something's Got to Give

By Andrew W. Gottschall, Jr.

A sociologist examines twelve racial myths prevalent in Greensboro and the nation at large

Reasonable men know that all is not well in Greensboro. We seem beset with problems, issues, concerns, and conflicting views. Any two persons who might agree that a specific issue is a problem may come into sharp conflict about the reasonable method of dealing with the issue.

Many citizens are giving voice to the dissatisfactions they feel about the direction in which life in the city is moving. Some of the voices, angrily raised out of sheer frustration, serve only to create anxiety and fear among those not only most concerned with seeking solutions, but also those most capable of producing solutions.

Lurking in the back of many minds is the specter of Greensboro becoming an insolvable system of problems such as other urban areas of the nation are experiencing. A vast uneasiness haunts our feelings about what kind of a city we are becoming—the catastrophe which may lie in our future—if we don't get about the business of building a better community.

The Community Unity Division of the Greensboro Chamber of Commerce, addressing itself to Greensboro's human problems, has identified twelve attitudes

that appear to be prevalent in the community and which hinder the community's attempts to deal with its major problems. Generally, these twelve attitudes have developed from misinformation and have been maintained and encouraged by wishful thinking.

Upon analysis, the Community Unity Division's classification of problem attitudes gives insight into the problem-solving task facing the community. These defined attitudes, in reality, represent attitude-clusters which—over and over again—appear as formidable stumbling blocks for both citizens and the institutions they manage.

These problem attitudes are myths to be overcome. To a great extent, these myths appear to govern the speed and thoroughness of Greensboro's efforts to correct problem conditions. The community, therefore, is governed by a mythology which does its citizens a disservice.

1. It is a myth that a black and a white community can productively exist as separate communities.

The civic disruptions of the past three years demonstrate that the quality of life in the white community is inextricably bound to the quality of life in the black community. We have reached a state in our mutual interdependence which permits relatively small groups to bring the life of the city to a standstill. Massive social disruption requiring the use of social control devices, such as an all-city curfew, has been accomplished by comparatively small groups on two occasions. The need for disorder control has cost the city not only large sums of money and man-hours but also has added to the growth of resistance to various programs designed to promote human progress and fulfillment.

The mobility of people demands that we evolve new ways of living productively together. Pressures for both housing and jobs inevitably will increase our contact with one another, as has been the case already. Social discontent will increase unless we can reduce the emotional separation which afflicts each of us and unless we come to an appreciation of how the quality of life enjoyed or not enjoyed by both black and white communities hinges on each other.

One is (and must be) so much a part of the other. Yet each community has an identity of its own, each with its own unique values, assets, and liabilities. Part of our mutual problem today lies in our failure to recognize such an obvious distinction. The narrow obsession of some blacks and whites to create a "melting pot" society (or to prevent its development) has blinded many to the meaning this would have to black people. Such meaning might be sensed better if we were to imagine saying to Swedes, Italians, Greeks, Baptists, Methodists, Jews, and Roman Catholics: "Forget who you are, wipe away the memory of your parents and the heritage they bestowed upon you, become someone without a past. Do this so you can become an integrated American."

Such an exercise can only lead to the conclusion that the idea of cultural pluralism—in most respects an American phenomenon—must be extended to include the black community. As we have come to accept the Jewish community in the open marketplace of community life and to respect its need to retain its distinctiveness, so must we come to see that the black man must also be able to participate in the open life of the community, yet retaining his identity and whatever separateness will serve his needs.

2. It is a myth that it is possible to work for good human relations without coming to grips with the basic problem of cultural racism.

Before dealing with this myth and its implications, it is fundamental that the term *cultural racism* be properly understood as a complex of facts and feelings. First, the term does not suggest, as many white people believe, a direct charge of personal bigotry and prejudice. The term is not directed at that overt bigot who can angrily say: "I hate Jews," "I hate niggers," etc. Nor is it directed at that polite, genteel bigot who will say, "I'm not prejudiced but—so and so just wouldn't fit in here," or some other phrase that politely excludes someone from participation because "he wouldn't be comfortable." These are the signs of a highly personalized pattern of prejudice and discrimination.

Cultural racism is particularly difficult for whites to understand. This refusal to believe the charge is most often the precise evidence which proves the charge to be true. Cultural racism refers to a kind of systematic, institutionalized blindness, insensitivity, or unawareness. It works in such a way so as to automatically define an individual's social position or status. It is a kind of implicitly defined group behavior and perception which stipulates unspoken norms. It is seen in the unstated assumption of the employment interviewer that a firm's top management "doesn't really mean what it says about Equal Opportunity, and besides that, a group of jobs has always been reserved for Negroes."

Cultural racism is implicit in the actions of the middle-class teacher whose classroom management practices unconsciously assume that poor children cannot learn as much, as fast, or as well as children from the teacher's own status group. Cultural racism is to be seen in the governmental body whose policies and practices operate on the assumption that the people whom they are to serve really do not know what is best for them, and therefore, it is permissible to exclude them from the process of making those decisions which have a direct bearing on the quality of their lives.

Another way of describing cultural racism suggests that the patterns of personal discrimination have been practiced for so long by the society's institutions that patterns are no longer consciously recognized as discriminatory. They are attitudes which have become legitimized by practice and socially approved as "the way things are."

Current manifestations [of cultural racism], such as underemployment, are being dealt with through various projects. However, the continuing angry unrest of blacks virtually is being ignored. Blacks see whites as only willing to respond to black anger with forceful suppression. This black view results in a deeper response to white attitudes than to the conditions caused by the attitudes. Resolution of the unrest must be dealt with by recognizing the attitudes, unless we still be content to allow unrest and disorganization to continue in the future.

The way one feels about a certain thing is often far more important than are "objective facts." Regardless of the improvements in race relations, if one feels that things have not changed or if he feels that he is further behind than ever, his behavior can be counted upon to reflect his feelings rather than the "facts." Feelings, while often difficult to deal with, are in themselves "facts" all must learn to face.

3. It is a myth that there are such persons as "the leader of the black community" or "the people who are the powers that be."

This myth is one of the results of cultural racism. It is about as ridiculous a distortion of reality as would be a reference to "the Baptist Pope." It is the result of an all-too-human response, stereotyping—lumping together a politically, economically, and culturally diverse population under a simple label. It represents an almost childlike desire to simplify interactive multisystems into neat, clean, airtight compartments.

The white habit of seeking a black leader (frequently appointed by those outside the group being led) with whom to deal, has been seen by blacks as a technique to stall for time or to buy off the opposition. Whites have frequently tended to seek out those blacks whose goals are negotiable. The white's unconscious intention is seen by blacks as a willingness to bargain for those minimal changes which will satisfy the black and with which the white can live without major alteration of his life style. Akin to "finding the leader" is to do "another study of the problem." The white search for a black leader has too often meant to a disorganized black minority that the Establishment is again delaying, diverting, and deluding. Delaying a decision. Diverting attention from the problem. Deluding itself that something has been achieved. The white-identified black leader in effect becomes part of the Establishment, diluting his leadership of a segment of the black community and deluding the total community that progress has been made.

Then there is the idea so often harbored by every disprivileged minority that "if it weren't for *them*" or "if it wasn't for some hunky Mister Charlie" or "if it weren't for The Man, we wouldn't be suffering the way we are." The black man knows how he feels, knows what is done to him, and knows where it hurts. He knows he is the target. He knows that no white man can really understand how the black man feels because he has never survived as a black man.

The black ghetto, when subtracted from the total community, leaves an affected remainder—the white ghetto

In a kind of mirror-image racism, his pain and hurt drive him to seek his freedom and his manhood but often blind him to the dimensions of the task of aiding the community to rid itself of racism. Only his black experience can help us to seek out and identify the subtle, covert means by which cultural racism is perpetuated. The rhetoric of anger and the catharsis of violent confrontation, although they may produce short term gains, in the long run build higher the walls which divide us. Required is a widely-accepted community program not to reinforce but to weaken existing attitudes. A way needs to be found to establish a new set of ground rules that will move us from the adversary confrontation in which we have been engaged to a result-producing dialogue.

4. It is a myth that the poor are all black and the black are all poor.

Once again the attitudes of cultural racism lead to unreal effects. Racism promotes a closed circle of prejudice, discrimination, stereotyping, isolation, ignorance, prejudice, and discrimination.

One of the more interesting characteristics of cultural racism is its resistance to facts. We believe what we believe regardless of hard, undebatable facts. Comparable myths to "the black are all poor" are those that say "all blacks are immoral, dirty, lazy, and musical." The "facts" are just not so.

It can be a revealing exercise to drive someone not familiar with our city from section to section asking him to tell you about the people who live in the houses. He has no trouble with the crowded slum areas. "Poor people live here." His surprise comes after visiting the more affluent middle-class neighborhoods and being told that the neighborhoods are black ones. But such facts don't change his attitudes. His prejudices will remain untouched. His individual racism is still available as a reservoir which can be drawn upon by the covert systemic racism of the institutions of his community and society. Facts don't impress a cancer.

The cruel myth that the black are all poor and the poor are all black continues to be reinforced by another pervasive attitude. It is the attitude characterized by

Americans telling each other that if you are poor it must be because of some defect in you, and if so, you don't deserve either help or compassion. It is this attitude about the "undeserving poor" which permits our consciences to be blunted and which permits us to ignore the inhuman treatment perpetuated upon the poor.

The conscience of our community must come alive to the inherent inequity of a system which demands a child grow into a productive and capable citizen, yet, which denies him the dignity of his humanity, gives him the barest minimum to survive, and then expects him to be grateful to the society which keeps him alive but noncompetitive.

The cycle of poverty cannot be broken by such tactics or philosophy. Nor can the cycle of cultural racism be broken by clinging to a myth that suggests that all blacks are poor, even those who are not, and therefore beyond consideration for social or civic club membership, corporation boards, and so on. Nor by clinging to a myth which suggests that blacks do not seek personal and community goals of affluence.

5. It is a myth that communication between the races automatically leads to action.

One is tempted to recall the numerous occasions that a parent disciplining his child has said, "If I've told you once, I've told you a thousand times." He may very likely have "told a thousand times," but somehow the parent's intended message was never received. It is as if the sender is using smoke signals to transmit information to a receiver tuned in to Telstar.

Numerous cases could be selected to illustrate the malfunctioning of communication attempts. For years black and white ministers and laymen have shared fellowships in which blacks have told whites (clergy and laymen alike) about the problems of housing, employment, the needs of black families for improved health, education, welfare, and recreation. Furthermore, if one were to total the number of inches devoted [in the press] between the years 1960 and 1969, he would discover that an astounding volume of information has been available. In spite of such detailed, voluminous data, white ministerial groups have been relatively ineffective in producing any significant changes in the conditions affecting the lives of black people.

If the history of black progress is retraced, it can be largely measured in terms of sit-ins, protest marches, sit-downs, boycotts, pickets, rent strikes, violent disruption, and the threat of disruption. Most of these methods of protest have used the "system" to correct wrongs and inequities. Parenthetically, no or little reduction of cultural racism has parallelled or accompanied the communication conveyed by the sit-downs, sit-ins, boycotts, and other activities. The white community has generally reflected a need to restore peace and order rather than a commitment to rid itself of underlying racism.

Much of the abysmal failure of communication attempts between black and white is the result of a failure to sufficiently define for both parties what the message-sending was supposed to accomplish. What purpose is our communication supposed to achieve? Too often the black man has sent word that he is in pain, expecting this to result in understanding, compassion, and *action* to relieve the pain. Just as often, white men have heard the cry of pain, apparently with the expectation that listening would be enough to make it go away. Precious hours have been wasted in such "communication." Interracial Sundays and brotherhood meetings by the score gave a voice to the pain and gave ears to hear the cry for help. Neither connected with the kind of muscle needed to produce a commitment to reduce the influences of cultural racism and to bring about substantive attitudinal change.

The black community's fragmentation of goals, purpose, and method works to destroy . . . meaningful social progress

Thus, the success of the black myth that "only violence can produce change" was fathered by the white myth that "communication is the solution to the problem." One must ask "communicate for what?" Are we to communicate to achieve understanding? Or commitment? Or action? To what end are we to engage in the dialogue? What are the ground rules that shall govern our dialogue? Only after we have mutually arrived at satisfactory answers to these questions can we begin those communication processes that offer a reasonable chance of creating a common sense of unity.

When communication is offered as a technique to "improve" race relations, it is critical to success that there are commitments among both black and white to achieve an understanding of what communication actually is, what purpose it is to serve, what its goals are to be, and how the process may malfunction if the communicants are unaware of the pitfalls in the process.

6. It is a myth that we have made considerable progress in achieving a color blind attitude among either whites or blacks.

Black power, black studies, black identity, black business, black schools, black self-determination—all items current in the black community with high frequency usage, indicate increasing degrees of black sensitivity and black awareness. This self-awareness serves

to heighten color awareness rather than "color blindness" among both black and white. It serves the black man as an instrument for developing racial cohesion in the black community. Simultaneously, it serves to increase his visibility in the white community. As the terms take on meanings of black self-determination, they also increase the sense of personal threat and fear among whites who choose to bestow special meanings to terms such as *black power*. This personal fear is in effect a fear that alleviation of cultural racism will produce the very color blindness that threatens white cultural identity and concepts of race. An attitude shared by black and white alike is that a lack of "color blindness" has certain benefits which serve to maintain black and white identities. Hence, the heightened sense of self, conveyed by the term *black*, has increased color consciousness and reinforced cultural racism.

Witness the scramble of white organizations and institutions to consciously select and include black people so that their organization might be representative. Blacks feel this is phony tokenism. Whites feel that they are extending the limits of democracy. Can it be reasonably supposed that each possesses all the truth?

Some changes are evident. More blacks are moving into better paying jobs. More blacks are going into the same classrooms with white children. (Few white children go into the classroom with black children—the movement is mostly one-way.) Restaurants and motels now generally serve blacks. (Some motels still set aside a black section.) Blacks can try on suits and dresses before purchasing. More middle income homes are available to blacks. (But not as many as there are for whites.) Fewer blacks remain below the official poverty line. (But they haven't gained relatively as much as whites.) Fewer young black men are unemployed. (But whites are less subject to unemployment.)

Yes, some change is evident. And the more things change, the more they remain the same. The more we have changed outward visible signs of color blindness, the more we have seemed to strengthen inward, invisible color sensitivity. If so, where then do we begin a new beginning? Remaining problem attitudes and conditions are many.

7. It is a myth that racial discrimination can be eliminated without affecting the social patterns of our personal lives.

Necessary to the sustenance of racial discrimination is the capability of the larger community to systematically confine, conceal, and control the black community. The Jim Crow legal system of racism, affecting as it did almost every area of a black or white person's life (job opportunities, education, housing, health, nutrition, voting rights, power or powerlessness before the law, access to redress of grievance, and even the church), in effect confined both black and white within the geographic, psychological, social, and economic walls of racial ghettos. Once confined behind such walls it was possible to conceal the black man's problems, to desensitize whites to his presence and his needs, to permit the larger community to shape the dimensions of his destiny, to say: "We have no racial problems—our niggers are happy."

Once confined and concealed, the black man could also be controlled. He could then be the last hired and the first fired in the plethora of marginal and dirty jobs no one else wanted. His separate but equal education could systematically render him incapable of competing in the larger community. His need of housing could be systematically exploited. His hopes for a family life, destroyed as the community systematically destroyed both manhood and ability to be a good provider. Through a successful program to confine, conceal, and control the black, the larger community also created a life style, a pattern of living, a system of relationships which structured a social pattern controlling the personal lives of blacks and whites. Thus, it follows that any attempts to correct the social problems of the ghetto will inevitably require change in the life style of the larger community—a life style which must be reflected in the personal lives of its members.

If the community is to deal with cultural racism, each and every person, white and black, must accept fundamental changes in the ways his life is organized. This will produce change in his private clubs, his churches, his schools, his neighborhood, and his home.

Jim Crow cultural racism was designed as the nation's systematic and final solution to the black problem. It had the effect of totally limiting the black man's freedom, his freedom to choose, his freedom to participate, and his freedom to control his own destiny. The framers of the Jim Crow system, however, failed to anticipate one fatal flaw in the system. While it succeeded in limiting the freedom of the black man, it also succeeded in limiting the freedom of the white man. As the black man was forced to the back of the bus, the white man was forced to the front. As the black man was forced to the back door of a restaurant, the white man was forced to the front door. As the black man was forced to create and support his freedom churches, the white man was forced to maintain his closed church. As the black man was forced by cultural racism to create the social structure of his politicized community, so the white man struggled to insure the survival

Social discontent will increase unless we can reduce . . . emotional separation

of the white community and its institutions. The black ghetto, when subtracted from the total community, leaves an afflicted remainder—the white ghetto.

Freedom is not divisible. If one man is to have it for himself, he may not limit another's. Cultural racism determines artificial, unnecessary, and destructive limits to the freedoms that may be enjoyed by either black or white.

8. It is a myth that the community can survive a suspension of law enforcement and law observance.

The fabric of social order and regularity is at best a tenuous and relatively flimsy, superficial invention. Social regulation can exist outside of a police state only where there is a large consensus of the citizenry to voluntarily impose sanctions upon itself in order to maintain order. The foregoing are propositions of demonstrable reality as one considers the chaos created by the recent, relatively short sanitation workers' strikes, teachers' and hospital workers' strikes, fireman and police strikes and slowdowns. It has been suggested that the 1967 Detroit riots would not have been so severe had the city been able to muster its police forces at total strength instead of operating for approximately the first three days with only 400 men from its 3,000-man force. Given the sense of alienation from government and law that many black and white citizens seem to feel, it is no longer unreasonable to hypothesize about the possible extent of disorder that could result from a suspension of the institutionalized systems of voluntary social control.

The black man's heritage, which rides as an unseen ghost on the entire community's shoulders, tells blacks there is no justice for blacks in the white man's law and order. Liberation of black and white from this heritage of bondage must change not only the law to be enforced but also the methods by which it is enforced. Law (regulation) is necessary to the process of social change and to the protection of change once accomplished. But social order can no longer be subjected to the question, "Whose law?"

9. It is a myth that guerrilla warfare and revolutionary tactics are necessary to bring about changes.

Many younger citizens, black and white alike, have a strong tendency to accept the rhetoric of this myth uncritically. Their life experience provides a distorted perspective of a short ten-year civil rights history replete with social movement hinged to sit-ins, sit-downs, freedom rides, boycotts, student strikes, and civil disorder. The drama of these events and the concurrent social progress easily give the impression that revolutionary tactics are the cause of social progress.

It is doubtful that causation can be easily attributed to such tactics. Indeed, it is equally reasonable to suggest that the rate of progress has been retarded by the deliberate use of such tactics and that other more potent forces may have been at work to produce progress in spite of revolutionary philosophies, rhetoric, or operations. Nor is it unreasonable to hypothesize that the working of these more profound social forces—related to population growth, mobility, and impaction; to employment patterns; to the changing nature of the nuclear family; to industrialization, cybernetics, and ecology—have produced the selfsame dramatics of revolutionary rhetoric and actions which are said to have caused social change.

This is not to say that disruption and confrontations have not served a purpose. It is demagogical to say that they necessarily have been the cause of social change. It is probably more accurate to view a violent confrontation tactic as a catalyst which can speed up or accelerate processes already in motion. Confrontation does add a dimension of attention-getting in the communication and problem solving processes. However, violence and guerrilla warfare have built-in shortcomings as change agents in that they frequently make methods more important and more easily defined than goals, and even more frequently create substitute problems as complex as the problems violent confrontation is supposed to solve in the first place. At worst, they force attention to only the tactic, not the fundamental problem.

10. It is a myth that capitalism is too inflexible to survive or accommodate the social and cultural changes in the human environment and setting.

While capitalism may be indicted on many counts, to do so on the basis of inflexibility is a grievous error.

Flexibility is vital to survival in the marketplace which itself is responsive to technological changes and consumer demands for change. The competitive process, by definition, is dependent on flexibility. Our fabrics industry in this country has been able to survive the rigors of foreign competition, consumer demands, and competition for labor from other industries because it was able to adapt and develop new technologies. These new technologies in turn have been developed by the industry's commitment to both basic and applied research.

Closer study of the major social ills of the nation and the efforts being made to combat them will find commitments of capitalistic dollars, personnel, and resources to various experimental programs dealing with a range of social problems from pollution control, em-

The continuing angry unrest of blacks virtually is being ignored

ployment, crime, and drug addiction, to housing, health, welfare, and education. Even in the face of massive governmental involvement, the loss of private business commitment to social change would probably render the community helpless in the attempt to deal with these problems. A sound perspective of history, past and present, would serve well to reinforce the sense of how the team or system approach is already making significant use of the problem-solving resources available.

Capitalism appears to be the only economic system which thrives on change and, in fact, requires continual social change for its success and survival. Capitalism in practice, rather than resisting change, systematically encourages change. It often artificially creates demands for change for its own sake. What rational reason can support a yearly change in auto body styles, the elevator effect on women's hemlines, and the back-and-forth widths of men's neckties. Capitalism has specifically benefited from all aspects of the civil rights movement. Motels and restaurants have enlarged their markets. Most American industries would be unable to meet their labor force requirements were it not for the new manpower made available through Equal Employment Opportunity.

Capitalism's need to survive, to meet change with better change, must be seen by the black man as one of the most powerful levers available to him to produce the type of social change he so passionately desires. His freedom is linked to the survival of the system and to his capability of helping it work for him.

11. It is a myth that the community can mobilize to bring about institutional and cultural changes in an atmosphere of continuous exaggerated dissent.

Continuous exaggerated dissent forces the attention of the community to the problem of *exaggerated dissent.* It forces the community to deal with contending groups rather than the object of contention. The 1969 [Greensboro] Dudley High School incident, which attempted to raise the question of the desirability of student government changes, was lost when the community was forced to focus its attention on physical conflict. The community in order to survive was required to deal with disorder and its regrettable products.

After the disorder, the original cause of student government change became far less important than the disorder itself. While considerable attention has been given to fixing responsibility and to who-said-what-to-whom, few persons have claimed any measure of social progress as a result of the incident. Some have claimed that the incident heightened the contradictions inherent in cultural racism, thereby making the community in the long run more vulnerable to change. It now appears, however, that the incident has primarily served to heighten the contradictions supplied by exaggerated dissent. Neither the death of a student, nor the injuries sustained by a number of policemen, has been related by ensuing community dialogue to a defensible cause.

Freedom is not divisible. If one man is to have it for himself, he may not limit another's

12. It is a myth that changes brought about by the Establishment are suspect as contrary to the interest of the total community.

This is a highly simplified view given to scapegoating and stereotyping—a view that sees the Establishment as an automatic evil. It is a view which assumes that cultural racism is necessary to the survival of the Establishment, when in fact it appears that the survival of the Establishment is most vulnerable because of cultural racism. Thus, it is logical to assume that the Establishment will at some point move to rid itself of cultural racism. It assumes that good communication cannot result in productive change. It assumes that there must inherently be an us-them adversary relationship. It assumes an inability or unwillingness to come to grips with basic problems. It assumes that all the previous myths are not myths at all but statements about reality. Such a view not only assumes all this, but presumes to judge that the complex motivations of the Establishment are always in the Establishment's narrowest self-interest. Here again the accumulation of evidence suggests that while preservation of orderly change is in the interest of the Establishment, the involvement of the Establishment in initiating and supporting social change must not be seen as only a selfish expression of the profit or power motives. While it is true that the Establishment has responded to pressures from the outside in most instances, it is also true that the outside pressures have been generated by certain changes sought or brought about by the Establishment. For example, much has been said about the rising expectations of the black for the good life. What is the source of this, if it does not lie at least indirectly in the Establishment? The genius of the civil rights movement has been its ability to capitalize on this Establishmentarian trait.

It is likewise a myth that all blessings flow only from the Establishment. The Establishment seems to be increasingly aware of this fact as it draws nonestablishment members more and more into a mutual decision-making process.

A final comment is in order here about the supposed singular, monolithic structure of this Establishment myth. If it has not already become painfully aware that there is no single *establishment,* the black community will have to come to a sophisticated awareness that

there are many establishments. Just as there are many conflicting groups and loyalties in the black community, there are likewise many conflicting groups and loyalties in an admittedly white-dominated complex of establishments.

The vested interests of political structures are not necessarily identical to the vested interests of government or business structures. Few expect the vested interests of one political party to coincide with the vested interests of its opposition. The educational establishments must regularly compete with the health and welfare establishments for their allocation of the public dollar. Corporate goals are rarely identical to those of various labor groups.

The black community has its own contending groups, groups which vie for the loyalty of the members of the black community. Black churches are frequently found in competition with each other for community leadership and recognition. Black freedom movements have often suffered from weakness produced by splinter groups taking off in directions thought to better serve the members of that group. Nationalists divide themselves from separationists and from integrationists. Those who acquire some power and influence are subject to suspicion and hostility from those who lack power. The cancer destroys the tissues which sustain it. So too does the black community's fragmentation of goals, purpose, and method work to destroy its capability of bringing about meaningful social progress.

Reasonable men know that all is not well in Greensboro. Many feel we must set about healing the wounds and the pain. Many more feel helpless before the immensity of the problems. Further anger, frustration, and hostility can only continue to build higher the walls which keep us apart. Means must be found to subtract the anger, frustration, and hostility from the community equation. Steps must be taken to insure that the black man can believe in the integrity of the white man. Because the heavier burden of cultural racism has been borne by the black man, the heavier burden of proving honesty and openness to change must be borne by the white man. The total community must be able to admit the truth of cultural racism and the personal responsibility of seeking it out and removing it.

The white man cannot do this without the help of the black man. The white man is not likely to get such help until the black man is convinced of a commitment to do more than just listen to a cry of pain. The next step is in the hands of those who are willing to make an irrevocable commitment to act with integrity.

Productive communication is possible if one fundamental fact is understood: black and white generally come to negotiations and other discussions with diametrically opposed attitudes about *the system*. Blacks, from their vantage, fear the system. Whites, from their vantage, trust the system. This attitude conflict forms the common denominator of the attitudes identified.

Whites trust the system for they feel it protects them.

The burden of proving honesty and openness to change must be borne by the white man

Black distrust the system for they feel it threatens them. Whites want to keep the system as it is since they feel secure within it. Blacks want the system to operate in new ways in order to feel the same security whites feel.

The fears, anxieties, and distrusts that the black man holds are a reality which reaches deep into his collective soul and personality. There is little in either individual lives or the history of the race to cause anything but fear of the white man and his system. Whites do not know or understand this gut-level feeling. If the problem of race is to be dealt with effectively, whites must begin to function from a base which understands such fears. The black man's fear must be changed to trust. The burden of this task must fall on white shoulders.

The black man has a similar, equally difficult task to accomplish. The task begins from a base which understands the white man's trust of the system. The white feeling that the system has protected him produces behavior protective of the system. Blacks fear the system as it is. Whites fear what the system may become if men tinker too much with the way it operates.

Put another way, neither the black man nor the white man alone can succeed in removing fears and distrusts. Whites need blacks to tell them what whites have not been able to see and feel. Blacks need whites who are open to change so black fears can at last be laid to rest. Whites' fear of change can be laid to rest as all citizens demonstrate to each other that the new is to be trusted as much as the old.

END

Editor's note: While Andrew W. Gottschall, Jr., associate professor of sociology at Guilford College, has addressed himself to the problem of racism in Greensboro, the twelve myths of cultural racism he identifies are generally true nationwide. This text has been adapted and reprinted from "Something's Got to Give," a monograph prepared for and published by the Community Unity Division of the Greensboro Chamber of Commerce. It is presented here with permission of the Chamber. *© 1970 by Greensboro Chamber of Commerce.*



Photos by John Wilkerson

Sarah Peterson as the Madwoman of Chaillot

A Madwoman's Scorn

Countess Aurelia of 21 Rue de Chaillot, Paris, knows exactly how everyone should begin the day: by taking a good look at himself.

But not in a mirror, she quickly adds, explaining, "It lies!" Choose, rather, the side of an old brass gong.

After you're dressed for your morning coffee, you're armed! Strong! Ready! After that, everything is pure delight.

Then you should do as the Countess does: read the morning paper. "Not, of course, these current sheets full of lies and vulgarity," she stresses. Personally, she prefers the March 22, 1903, issue of *Gaulois,* enjoying its delightful scandal and excellent fashion notes. She would lend that issue to you, but it really is in tatters.

Next, you should take your spice cake and fruit salts ("Not in water, naturally—no matter what they say, it's water that gives you gas") and go to your mailbox to get a letter. It should be the same letter you find each morning, and it should tell you what you should do that day.

Important things such as feeding cats, watering plants, and petting nice dogs but whacking mean dogs which would chase pigeons.

The Countess' way of looking at life amused (for a while) packed audiences in the superb Guilford College Revelers' production of *The Madwoman of Chaillot* in March. Then, when her "sane" world was threatened by plunders who would spoil the beauty of her beloved Paris by drilling for oil beneath the city streets, the Madwoman's cunning caused the audience's amusement to change to hypnotic fascination.

Played to perfection by senior Sarah K. Peterson, the little old lady gathered her gentle friends around her and began to plan her battle against the plunderers. The sides were chosen: ragpickers, street performers, jugglers, vagabonds, urchins, and three other madwomen matched against the industrial complex.

What odds! But never underestimate the power of a madwoman. She and her friends seal the fate of the plunderers in a mock trial, and the sentence is completed when the King of the Sewers opens the gates of hell for the convicted.

The Madwoman of Chailott was first produced in 1945 after the death of the playwright, Jean Giraudoux. Since then, debate on just what he was saying has continued in coffee houses and drawing rooms, in colleges and senior citizens clubs.

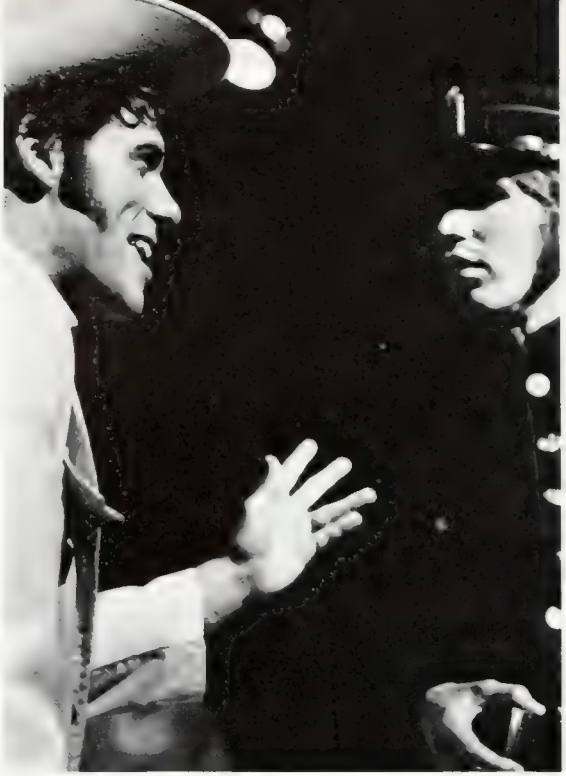
Was it simply a conflict between Giraudoux's conception of "good" and "evil"? Was the conflict between gentle, "natural" people and industrial powers which would manipulate human beings for monetary gains? Or was he describing the struggle which goes on inside each person to make him want to destroy as opposed to loving beauty and mankind?

To Director Donald Deagon, the Madwoman represented the Mother Earth figure, and her gentle friends were Earth Spirits. The oil prospector and the industrial complex represented those who would plunder Mother Earth. The Madwoman's successful fight against the plunderers was the same as her purging greed from the world.

No matter what Giraudoux actually said in his own mind, the audiences at Dana Auditorium seemed convinced that they knew. Something happening 3,000 miles away seemed frighteningly near.

At the very moment the on-stage Madwoman was trying to keep the oil under the ground, an oil slick was moving upon the beaches of Santa Barbara. No wonder the audiences were certain that Giraudoux was speaking out twenty-five years ago to protect the world from polluters and plunderers.

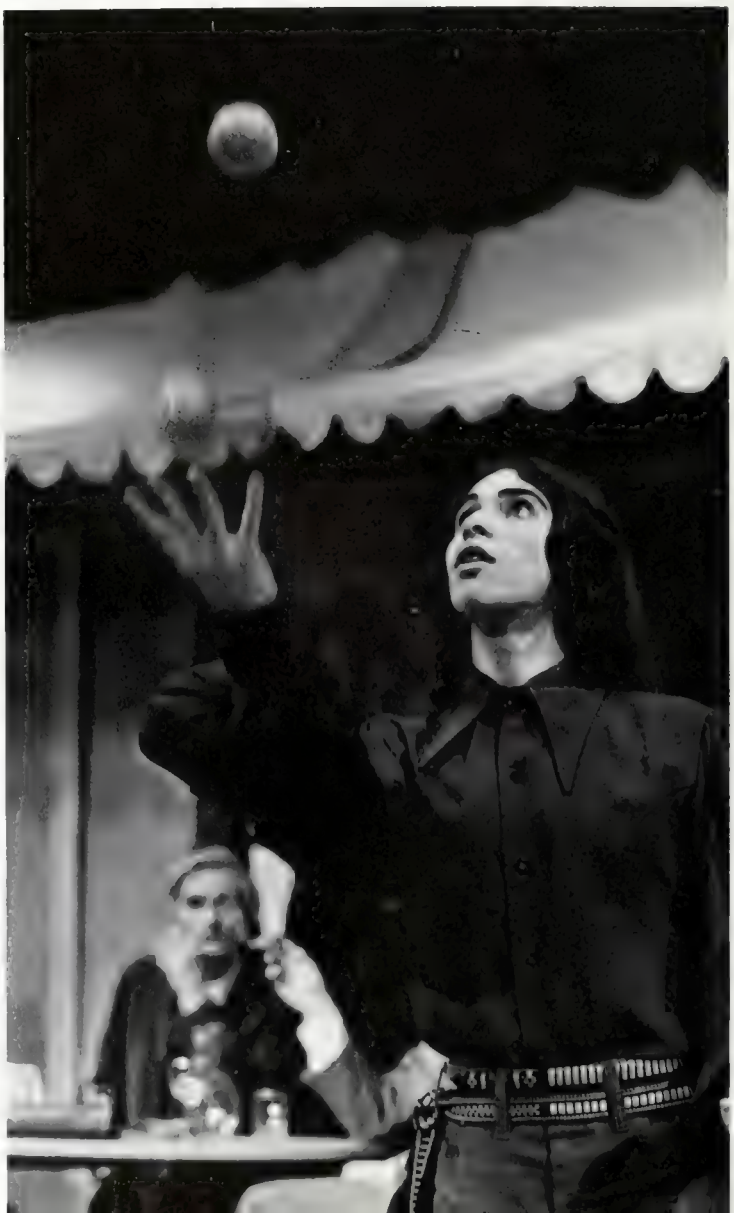
Dr. Deagon chose to produce *Madwoman* this year because the play never seemed to be more timely than now. He had not counted on the massive oil slick in California to give it even more impact.

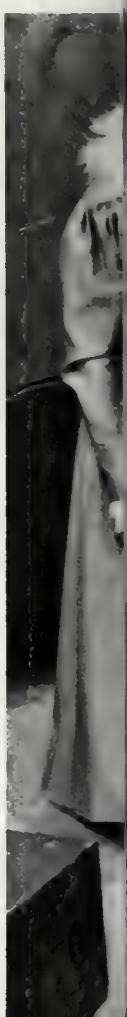


1



2







3



4

Hell hath no fury like a pollution-fighting Madwoman

5



Donald Deagon

1. *The oil prospector (Steve Elrod) attempts to bribe a policeman.*
2. *A juggler (Mitchell Zweibel) eavesdrops on the industrialists planning to drill for oil.*
3. *The Madwoman and two of her madwomen friends (Linda Epstein, left; Sharon Malone, center) plot to save Paris.*
4. *The King of the Sewers (W. C. Burton) joins forces with the Madwoman.*
5. *With the gates of hell open, the Madwoman sends the plunderers to their fate.*

Sports Scene

Flying high

The 1970 basketball season came early for the Guilford Quakers. Very early. For head coach Jerry Steele and five players from his nationally ranked team, the season started June 23.

Location: West Africa.

For all-American center David Smith, the season started July 5.

Location: the Air Force and Naval Academies where select athletes tried out for upcoming Olympic, Pan-American, and World University Games.

Coach Steele and five of his conference champions who finished fourth in the NAIA national tournament accepted an invitation from the National Association of Intercollegiate Athletics to serve as good will ambassadors on a six-week West African tour sponsored by the U. S. State Department.

Accompanying Steele are sophomores M. L. Carr and Ted East; juniors Tom Ennis and Jerry Crocher; and senior Bert Feik.

All are from North Carolina except Crocker who is from New York.

Flying first to Washington to meet with State Department officials, they were wished well by Senator B. Everett Jordan of North Carolina and Congressman L. Richardson Preyer of Greensboro. Among those also waving good-by as they flew from Washington was the executive director of the NAIA, Al Duer, who came all the way from Kansas City to personally see them off.

Coach Steele's first post card from West Africa reported the tour was going well. Arriving first in Dakar, capital of Senegal, the Quakers met the Senegalese team made up of the best players from amateur groups and sports clubs in the nation.

With Dakar as headquarters, the visiting Americans made trips to other Senegalese towns such as Ziguinchor, Thies, and Kaolack for games, exhibitions, and clinics. Since most of the courts were expected to be out of doors, the team took with it some fifty outdoor basketballs for presentation to the host groups.

Travel was not always easy. For instance, it took the Steele-men eight hours to go by jeep and ferry from Dakar to Gambia, a distance of less than a hundred miles. The coach noted proudly, however, that the boys were showing "guts, poise, and determination through a demanding schedule."

A study of the itinerary and a map of Africa shows that the Quakers are seeing much of the continent, from the western coastal nations to the interior to North Africa.

Their schedule calls for stops in and around Bamako in Mali, Naimey in Niger, Abidjan in Ivory Coast, Douala in Cameroon, Fort Lamy in Chad, Tripoli in Libya, and Algiers in Algeria.

If the schedule remains as planned, Coach Steele and his good will ambassadors will fly from Algiers to New York City on August 4, reaching the Greensboro-High Point-Winston-Salem Airport near Guilford College the following day.

While his teammates were together in Mali on July 5, David Smith was a loner as he flew from Greensboro to the Air Force Academy in Colorado Springs. He was invited there to take part in the first U. S. Olympic Basketball Planning Program, set up to give potential Olympic and Pan-American Games talent an op-



John Page

The Guilford basketball team boarded the plane at Greensboro for the first leg of their six-week good will tour of Africa. Boarding from left to right are: Bert Feik, Tom Ennis, Jerry Crocker, M. L. Carr, Ted East, followed by Coach Jerry Steele. The airline hostess is Joy Michaels.

portunity of advance training under international rules.

Smith and other invited athletes were trying for berths on the U.S. team to play in the Pan-American Games in Cali, Columbia, in 1971, and in the Olympic Games in Munich, Germany, in 1972.

The rising junior from Ararat, Virginia, played under the watchful eyes of Jim Gudger, who will coach the team for the Pan-American Games, and Henry Iba, head basketball coach for the Olympic Games. A squad was also to be picked for a tour of Russia later this summer.

At the Naval Academy in Annapolis, Maryland, Smith was one of eighteen outstanding basketball players invited to try out for the U.S. team to compete in the World University Games August 26-September 6. Twelve selected athletes will play in the Scandanavian countries, Yugoslavia, France, and Italy.

Once their traveling is done, the far-flung Quakers will hold a happy reunion to compare notes and resume their unusually long basketball season. However, they will be looking toward another trip in 1971.

That one, hopefully, will be together—to the NAIA national championship.

Alumni Hall of Fame

Twelve men whose athletic prowess helped to shape the history of Quaker athletics were inducted May 13 into the Guilford College Hall of Fame, recently created by the Quaker Club.

Stuart Maynard is head baseball coach at Guilford College. Robert B. Jamieson is director of Athletics at Grimsley High School in Greensboro. Rick Ferrell is general manager of the Detroit Tigers.

Other Greensboro residents selected for Hall of Fame membership were Edgar H. McBane, president and treasurer of McBane-Brown Oil Company; Dr. Algie I. Newlin, retired professor of history and political science at Guilford; and Dr. E. G. Purdom, professor of physics at Guilford.

Hall of Fame members from Winston-Salem are Herman Elvin (Al) Haworth, credit manager of Rominger Furniture, and Ernie Shore, sheriff of Forsyth County.

Others inducted, all from North Carolina, were Paul Lentz of Concord, principal at Stonewall Jackson Training School; George Parker of Woodland, general manager of Northeastern Oil Company at George; Elton Warrick, retired contractor from Goldsboro; and Edwin P. Brown, Sr. of Murfreesboro, retired president of American Timber Products and chairman of the Guilford College Board of Trustees.

After graduating from Guilford in 1928 Ferrell went on to become one of the best catchers in major league baseball. He played for St. Louis in both the American and National Leagues and for the Boston Red Sox and Washington Senators before becoming a scout and later general manager for the Detroit Tigers. Altogether, Ferrell has devoted forty-one years to baseball.

Ernie Shore graduated in 1914 with all-American baseball honors and went on to pitch for the New York Yankees and Boston Red Sox. It was for the Red Sox that he pitched a perfect game in 1917. Babe Ruth, then a pitcher, had started the game, walking the first batter he faced. An argument followed, and Ruth was thrown out of the game. Shore took over, and on his first pitch the runner was thrown out trying to steal second. Shore got out the next twenty-six men in order. Shore pitched the Red Sox to the world championship in 1916, beating Brooklyn in the final game, 4-1. A member of the NAIA Hall of Fame, Shore is a past president of the Guilford Alumni Association.

Jamieson, a 1933 graduate, was a four-letter man—football, track, baseball, and basketball. In his senior year, 1940, he was captain of both the track and football teams.

Maynard, chairman of Guilford's physical education department as well as baseball coach, played football three years and baseball four years before graduating in 1943. He was both NAIA District 26 and NAIA Coach of the Year in 1966.

Parker played basketball and baseball four years and football three years at Guilford, where he graduated in 1935. He was a joint recipient of the Distinguished Alumni Award in 1969 and is presiding clerk of the North Carolina Yearly Meeting of Friends.

Haworth was a track man and played basketball for four years, football for three years, and tennis for one year before graduating in 1933. He has refereed basketball games for twenty years, and he and his son Brooks '63 were father-son tennis champions in Winston-Salem for eight years.

Board Chairman Brown was an outstanding tennis player at Guilford, graduating in 1926. Prior to that, he was an honor student and athlete at Westtown School at Westtown, Pennsylvania.

McBane played baseball and basketball three years at Guilford, and after graduation in 1914 he played professional baseball four years in the Carolina and Virginia Leagues. He received the Distinguished Alumni Award in 1967.

Dr. Purdom did not attend Guilford, but has been active in Guilford athletics since joining the faculty in 1927. He served on the college athletic committee for several years—many of them as chairman—and has coached track and basketball. For many years a basketball referee, Dr. Purdom officiated at the first college game played in the present Guilford gymnasium.

When Elton Warrick was a freshman on the Guilford football team of 1920, he won the improvement medal. He never missed a practice session, and when the outstanding center was a senior, he was named team captain. After graduating, he coached ten years in high schools in Mt. Olive, Sanford, Rocky Mount, and Raleigh.

Lentz ran track and played football and baseball four years at Guilford. He was also on the basketball team two years. After graduating in 1940, he earned a master's degree and became a school principal.

Newlin, a letterman in football, basketball, and baseball, graduated in 1921. After earning a master's degree, he returned to Guilford to coach and teach. In 1967 he was named to the NAIA Hall of Fame.

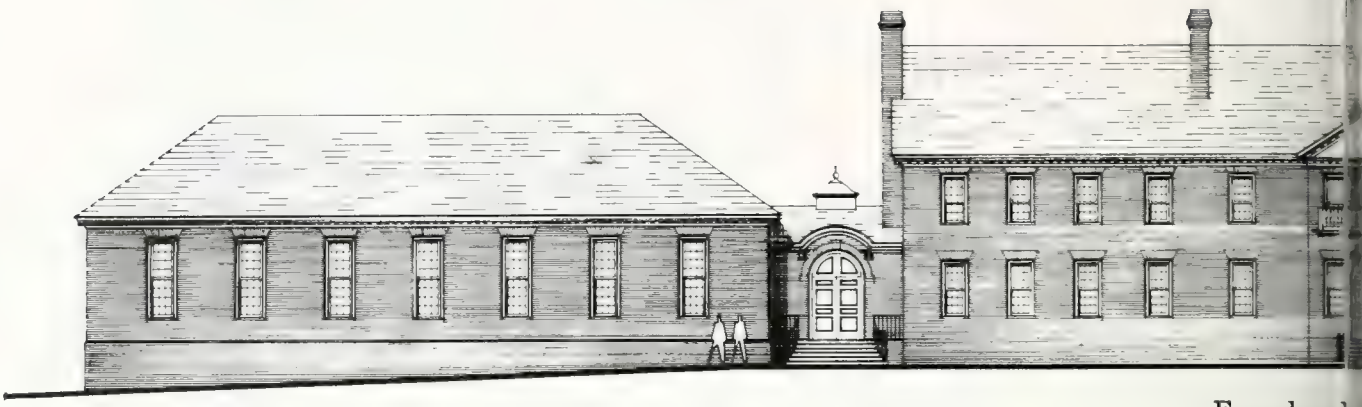


Plans for Guilford's new college center and



physical education center are unveiled

Founders Hall is to be restored and will become part of the college center



Multipurpose social room

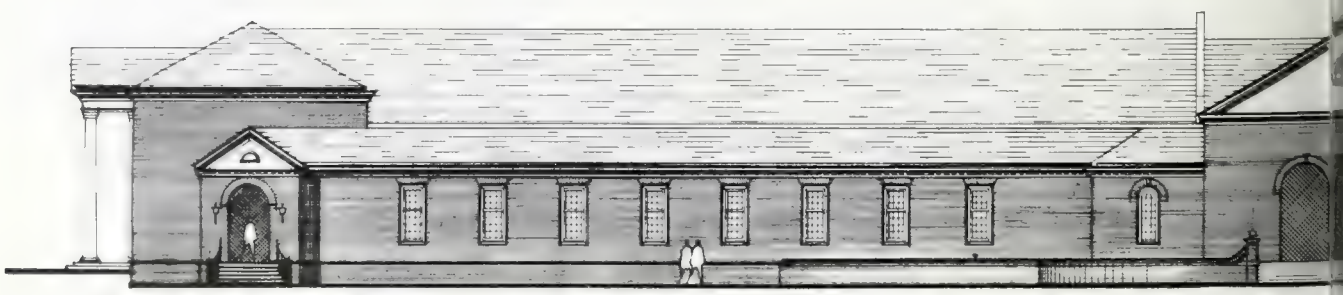
Founders l

Colleg

Plans have been announced to restore Guilford's original building, Founders Hall, built in 1837. The restoration calls for stripping away the portico, piazza, and mansard roof added in 1883 and returning Founders to its true Georgian character. Once restored, Founders Hall will become the heart of a proposed college center. The center will have three floors. The lower level will contain a grillroom, recreation room, and two lounges.

The main floor will contain a multipurpose social room, a 350-seat lecture hall and theater, dining room bookstore, student health center, and post office. The upper level will feature offices and conference rooms for the various student organizations.

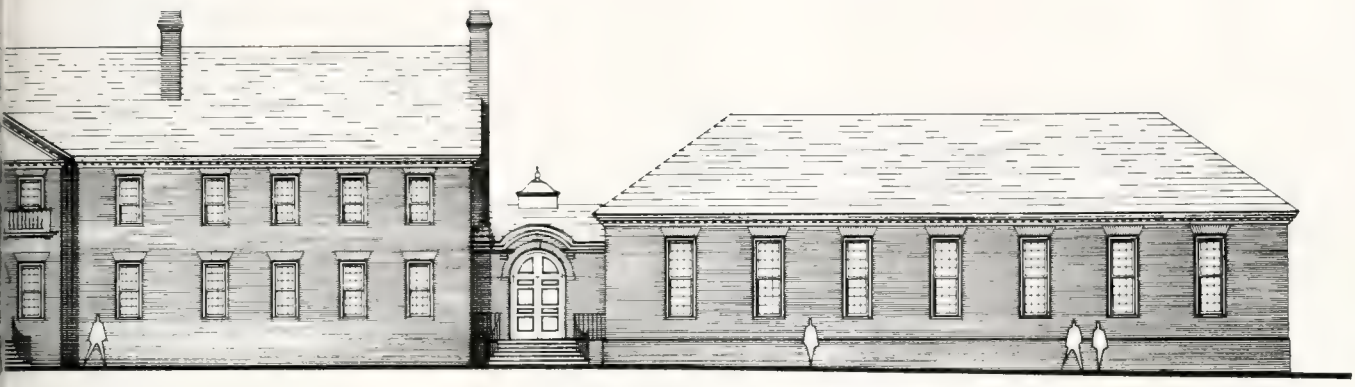
The cost of the restoration and the 25,000 square foot addition is now estimated to be approximately $1,550,000.



1940 gymnasium and athletic offices

So

Physical Ed



storation

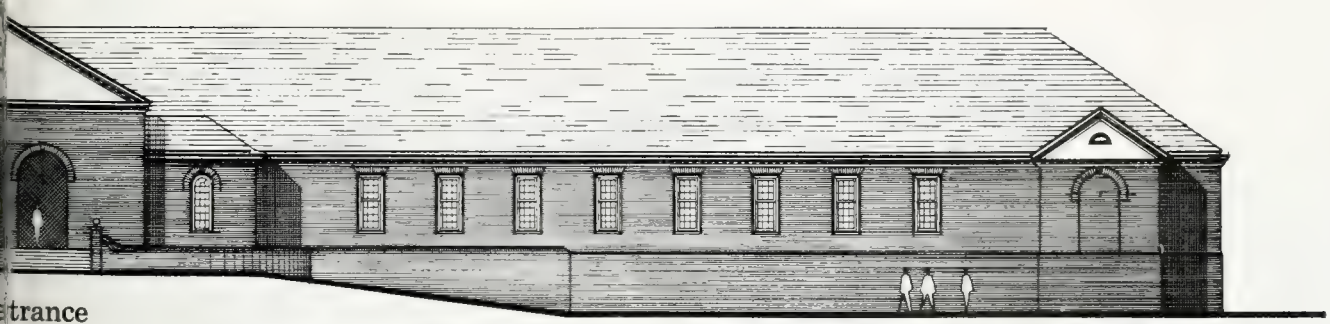
Lecture hall and theater

Center

The new physical education center will be built so as to fully utilize and extend the existing gymnasium built in 1940. The new center, to serve as both a teaching and recreation facility, will contain a swimming pool, handball courts, and facilities for individual exercise. Its new main gymnasium will seat 2,500 spectators for basketball.

The cost of constructing the 46,000 square foot addition and equipping the new physical education center is also estimated to be $1,550,000.

These plans were drawn by Waller and Sadler Architects of Virginia Beach, Virginia. The college is currently seeking funds to finance the two new centers.



trance

New main gymnasium

ation Center

On Campus

`All we are saying...´

Many Guilford College students took part May 5 in a daylong strike "not by students against the college, but by the college against the policy of sending troops into Cambodia."

That description of the strike came from National Student Association President Charlie Palmer, and it was adopted May 4 by the Guilford College Student Legislature as its purpose when it voted "to support the nationwide strike against the U. S. government's position in Cambodia."

Following the Student Legislature meeting, antiwar activity began as a candlelight march of girls from Founders and Mary Hobbs Dormitories wound its way through campus and spontaneously grew larger. Their singing of "All we are saying is, 'Give peace a chance' " drew heckling from some students shouting from the men's dormitories.

The strike began officially at 8:00 A.M. May 5 with picketing of classroom buildings. Student Rusty Davenport, elected strike marshall by the legislature, estimated that ninety percent of the students boycotted their classes.

Academic Dean William C. Burris, noting that most students attended night classes that evening, estimated the strike to be seventy-five percent effective.

Many professors cancelled classes, while others held classes and led discussions about the Vietnam War in general and President Nixon's action of sending troops into Cambodia.

Following a silent vigil at 1:15 P.M. at the campus gates on Friendly Avenue, students and faculty members numbering an estimated 250 to 300 gathered at the Circle and expressed varying viewpoints concerning the Cambodian situation. Opposing the antiwar speeches were some fifteen students wearing red arm bands and expressing the opinion that while ending the war was important, Americans should support their President without question.

Guilford's president, Dr. Grimsley T. Hobbs, read a statement at the afternoon rally. He expressed his personal sympathy with the cause of the strikers, reiterated the Quaker stance against war, and restated the college policy of freedom to express dissent by any peaceful means. He gave no official college opinion of the Cambodian situation.

The microphone then was turned over to anyone who felt moved to speak, whether wearing the black arm bands of the antiwar group or the red arm bands of the supporters of government policy.

Walter Fordham argued that the American movement into Cambodia forced "good people to take sides," to line up for or against the President's action.

Don Tuttle called for all students to work together for unity between those who were wearing red arm bands, as was he, and those wearing black ones. "Unless everyone backs the President, the United States cannot get out of Vietnam without loss of face and respect before the rest of the world," he said.

Steven Wessells replied: "If one person is killed to save the U. S.'s



John Wilkerson

face, a mistake is committed." He referred to the war as "stubborn, stupid pride."

Dr. Cyrus M. Johnson, chairman of the Department of Education, urged all to work through the political system. "If our protests are to have any effect, we have to work in the elections of next fall, within the political framework of this country," he said. "Never again should we have an election where there is not at least one candidate who discourages violence."

Professor of Religion J. Floyd (Pete) Moore asked all interested persons concerned for peace to call on their clergymen, for "it is a loss in the moral and spiritual life of this nation that makes the events of the past week possible."

He urged all students to send telegrams to the families of the four students killed at Kent State University, and to go to Washington to persuade their congressmen to speak out against war.

Dr. Moore also asked that each student spend at least two weeks during the summer in volunteer service with churches or day care centers or "any place where help is needed."

Mike Stillwell recalled a quote: "Nothing is wrong with taking the side of the country against the government, but to take the side of the government against the country is criminal."

Both Mark O'Conner and Paul Bryant spoke of the day's activities and the entire peace movement in terms of external versus internal peace. Both said that external peace can come only after internal peace has been reached, as through Jesus Christ.

The speakout ended with a sketch by John C. Grice, assistant professor of political science, on events which led to U. S. involvement in Vietnam. He urged students to read news magazines and newspapers and said the Guilford library has forty-four books on the recent history of Vietnam.

The peaceful speakout ended but the antiwar activities did not. Several Guilford students went to Washington to speak with congressmen from their home states. Others obtained signatures on a petition to rally support for an end to American military involvement in Vietnam and Southeast Asia.

Several Guilford students are working for congressmen this summer in Washington. They will be able to work the art of gentle persuasion and get paid for it.

New drinking policy

The Guilford College Board of Trustees has adopted a testimony of Quaker policy which strongly disapproves but does not prohibit the use of alcoholic beverages in dormitories.

The new policy, approved April 25, warns students that "any violation of North Carolina law relating to the possession and sale of alcoholic beverages . . . shall be subject to strong college discipline."

The board also warns against "any disorderly conduct or interference of the rights of others such as to study, any denial of quiet enjoyment of the dormitory, offensive public display, or any social behavior" resulting from the use of alcohol.

The statement quotes the North Carolina *Book of Discipline* on the Quaker attitude toward drinking: "Friends maintain a strong testimony against the use of intoxicating liquors." The discipline also says that Friends should be "earnest and energetic in their opposition" to the liquor traffic.

In stating that it will no longer prohibit drinking in the dormitories, the board has declared, "We do not seek to impose this testimony as a legal matter but rather request other Quakers be especially sensitive to this testimony in their conduct while in residence at this college."

(Printed below is the entire text of the "Quaker Testimony and College Statement of Policy Concerning Alcoholic Beverages" as approved April 25 by the Board of Trustees.)

According to the application for admission, "Guilford College is a small, liberal arts, Christian college, founded in 1837 by the Society of Friends. The principles and ideals of the Society of Friends are integral parts of the college policy. Students admitted to Guilford College are expected to respect and cooperate in the maintenance of these ideals and principles." The belief and practice of the Society of Friends as to the consumption of alcoholic beverages is reflected in the North Carolina *Book of Discipline* which urges that:

"Friends maintain a strong testimony against the use of intoxicating liquors. Beverage alcohol . . . rates second only to war in the loss of life and property. Physically, it is destructive to the body and to the mind; spiritually, it wrecks and degrades the lives and characters of those who indulge in it. Friends should not participate in the liquor traffic nor countenance it in any form but should be earnest and energetic in their opposition to it."

The basis for this testimony antagonistic to the use of alcohol is found in an affirmation of the body as the temple of the Holy Spirit, that physical and mental health are positive goals to be sought, and in the right use of resources for the benefit of human life. Evidence indicates that, even in moderate amounts, alcohol is a physical and mental depressant, dulls the higher intellectual processes, such as judgment, self-criticism, and self-control, and diminishes spiritual perception and the capacity to act in accordance with the individual's moral values.

Socially, we recognize the close association of alcohol with poverty, family disorganization, highway fatalities, crime, and other social problems. It is costly to the nation economically, disruptive of community well-being, and contrary to the fullest development of human personality. It is a form of pollution just as real as the pollution of our environment and we encourage the strongest position for total personal abstinence as an example for others to practice the same self-restraint in standing clear from harmful social custom.

As a Quaker college, Guilford continues in this tradition and advises all prospective students that the use of alcohol is not approved as part of campus life. Realizing that testimonies of the Society of Friends are a call to conscience to all members of the

community, we do not seek to impose this testimony as a legal matter but rather request both Quakers and non-Quakers be especially sensitive to this testimony in their conduct while in residence at this college.

Students and prospective students are informed that any violation of North Carolina law relating to the possession and sale of alcoholic beverages and any disorderly conduct or interference of the rights of others such as to study, any denial of quiet enjoyment of the dormitory, any offensive public display, or any social behavior arising from the use thereof or otherwise shall be subject to strong college discipline.

Gift from Kuwait

A gift of books from the heir apparent and prime minister of Kuwait is expected to provide Guilford College with one of the best collections in the southeastern United States on Arabic civilization and history and Islamic culture.

Announcement of the gift from His Excellency Shaikh Jaber Al-Ahmad Al-Sabah was made in May by Dr. Grimsley T. Hobbs, president of Guilford College.

The offer of the books was made through Dr. Khamis Abdul-Magid, former advisor to the ministry of finance and oil in Kuwait who now is Dana Professor of Economics at Guilford and chairman of the Department of Economics.

"The prime minister's aim is to strengthen the relations between the Arabs and the American people," Dr. Abdul-Magid said. "His Excellency feels that when people understand each other's culture, history, and aspirations, they come to appreciate one another's problems and help to solve them.

"The prime minister, a tolerant man, is impressed by the tolerance of Quakers, who founded Guilford College," he said. "Like they, he is a humanitarian who is concerned for world peace."

Herbert Poole, Guilford College director of libraries, said the prime minister's office was assisted by the library department at the University of Kuwait in preparing a representative list of some basic works in English by Arab, European, and American writers, covering some twenty subject areas.

As the first installment of the gift, 289 titles were suggested, of which the Guilford library already owned 63.

"Those and additional books expected from the prime minister will greatly strengthen Guilford's program of non-Western studies, which includes the Middle East," Poole said. "We own over 2,000 volumes in non-Western study areas."

The books will be especially good for undergraduate students since some of them were either written by Arab and Moslem scholars in English or translated by them into English, thereby reflecting their originality and close familiarity with the various topics, Poole pointed out.

"This project, when completed, should attract students and serious researchers from the entire Southeast," he said.

Some of the subjects covered in the first installment include Arabic and Islamic civilization and culture, economics and commerce, fine arts, folk lore, Arabian horses, and architecture.

Others include jurisprudence, literature, medical sciences, philosophy, politics, science, sociology, history, the cultural influence of Arabs, the Koran, and Islamic studies in general.

Dr. Abdul-Magid, who is writing a book on economics and the social development of Kuwait, said the leaders of government there envision Kuwait as the future financial and industrial center on the Arabian Gulf and a center of education.

The full circle

An eight-letter word for David Chester is "maturity." But then, the 1970 Guilford College graduate is older than most graduates just out of college. David is twenty-seven, and when he recalls himself as a high school student he shakes his head, amazed at how he has changed.

David has been the full circle.

In high school his only interest was playing varsity football three years. He absolutely was not going to waste his time going to college.

Today David's aim in life is to become a college teacher, and he has been named a Woodrow Wilson Fellow Designate, honored as "one of the most intellectually promising" of all 1970 college graduates in the United States and Canada who plan to become college teachers.

In addition, David, a history major, has been granted a $1,000 Independent Study Award from the Woodrow Wilson Fellowship Foundation. He plans to use the $1,000 in the summer of 1971 for an approved project of study, research, or travel.

David grew up in Kirkwood, New Jersey, in the home of his grandparents. He played sports at school in the afternoons and didn't bother taking home books to study.

"It wouldn't have done any good if I had," he recalled. "My grandfather was hard of hearing and kept the television set turned up too loud to allow me to concentrate in the small house."

After dropping in and out of school, David ended up with a diploma. He joined the Army, fully expecting to make it a career.

David Chester '70, Wilson Fellow



Jimmie Jeffries

"After my first year in service, I knew that military life was not for me," he said. "After my three-year hitch as a military policeman with the 82d Airborne Division at Fort Bragg was over, I was glad to get out."

One week later, he married the girl he had been dating in Greensboro, Penelope Landreth.

David worked one year on the Greensboro police force. Then he took a full-time job as a chemical research assistant for Pfizer Inc. and started investigating colleges.

Why did he pick Guilford? He laughed at the word "pick."

"Guilford offers night classes, and quite frankly, it was the only college that would accept me with my high school credits," he admitted.

David was allowed to enroll as a special student "to give me a chance to prove myself in spite of the high school record."

David proved himself all right, becoming an outstanding student in classes at both the main campus and the downtown campus of Guilford College.

David plans to do graduate study at the University of Virginia in international relations, with particular interest in the United States foreign policy regarding Latin America.

The United States has done little more than give "lip service" to its relations to that area, he feels.

Besides sports, which he had to give up for work, college, and marriage, David's outside interests are marine biology and oceanography.

"I aspire to teach in a four-year college such as Guilford," David said. "Preferably, it will be in the Blue Ridge Mountains to keep my wife happy. She was reared in Western North Carolina, a real mountain girl."

Dignity, loyalty, vision

Commencement speaker Dr. Herbert Appenzeller offered the 1970 graduating class three "guidelines for the future"—dignity, loyalty, and vision.

Dr. Appenzeller, director of athletics and professor of education at Guilford, was selected by the senior class as its choice for commencement speaker. He spoke at the ceremonies in Dana Auditorium which were highlighted by the conferring of baccalaureate degrees upon 216 graduates. Dr. Grimsley T. Hobbs, college president, and Dr. William C. Burris, academic dean, conferred the degrees.



Larry Tucker

Peace symbol at graduation

In his remarks to the graduates and their families and friends, Dr. Appenzeller recalled Guilford's motto: "I am applying myself to wisdom and virtue." He praised the motto's simplicity, but proposed a new motto for the class of 1970 which would simply read: "Dignitas, fidelitas, visionam."

"I believe with your concern for people and your hope for the future that a new (motto) is in order," said Appenzeller.

Himself a Latin scholar, Appenzeller illustrated the desired qualities by references to three great Roman statesmen: Marcus Tullius Cicero, Cato the Censor, and Julius Caesar. These men, he said, personified the qualities he wanted to include in his guidelines for the future.

"These men were capable of creating republics, extending empires, writing tragedies, and codifying wisdom. They were the wisest and most beautiful of mankind. Each would be a giant in our contemporary world today, although I'm not sure what label or fingerprint in society they would reflect," stated Appenzeller.

Appenzeller pointed to Cicero as possessing "dignity" and "obsessed with a burning desire to see all men respected for what they are."

He queried the graduates: "What will your college degree mean to you? Will it help you relate to all people or will it simply be an ego builder, union card, and status symbol?"

Cato the Censor, said Appenzeller, exemplified the second quality—loyalty. Appenzeller told of how the Roman statesman would plead an unpopular cause, unafraid of those who might disagree with him. "He avoided the easy way out and instead stood for what he believed in," said the professor.

The commencement speaker urged the graduates to: "Look around and you will see the countless number of majority seekers that plague us. These are the people who look around to see how the majority feels before they act and then they furiously struggle to conform to what is expected of them."

Appenzeller pointed to Julius Caesar as the example of "visionam"—the ability to dream and set goals. He pointed out how Caesar overcame tremendous handicaps to achieve success and power that still influence people in today's world.

Kudos

The Guilford College Alumni Association has won the American Alumni Council's 1970 Alumni Administration Improvement Citation.

Only thirteen institutions have been selected for this improvement citation since the awards program was started five years ago, according to Warren Gould, American Alumni Council president.

Guilford was one of five top winners selected from more than 1,550 colleges, universities, and independent secondary schools who are members of the AAC.

Other recipients of the 1970 award are the University of California at Los Angeles, Bowling Green State University in Ohio, Texas A & I University at Kingsville, and Becker Junior College in Worcester, Massachusetts.

The citation "recognizes substantial improvement and greater alumni program activity and participation as the association seeks to mobilize the understanding and support of alumni behind education."

The award was presented to Director of Alumni Affairs William E. Benbow at the AAC's national conference in New Orleans July 15. In making the award Warren Gould, AAC president, cited Guilford College for "its diligence in improving the scope of its alumni programs and the active participation of alumni in supporting their alma mater."

In an acceptance speech, Benbow praised the 150 Loyalty Fund class agents, area chairmen, and campaign workers who have helped to make the four-year-old Loyalty Fund program a success. "These volunteers," he said, "have helped to boost alumni giving at Guilford 326 percent in three years."

"Without their help and the alumni gifts they brought in, Guilford College would be less able to meet the educational demands of today," said Benbow.

Ragan takes reins

Herbert T. Ragan '37 has assumed his duties as president of the Guilford College Alumni Association for 1970-71. Ragan comes into the presidency automatically after having served this past year as president-elect and Loyalty Fund chairman. He succeeds Robert A. Newton '58 of Greensboro.

Ragan is president of Ragan-Carmichael, a hardware distributing firm in High Point. He is also a member of the Guilford College Board of Trustees.

John Hugh Williams '34, an attorney from Concord, North Carolina, was voted president-elect in recent balloting by alumni. As president-elect, he will head the alumni association's fifth Loyalty Fund drive.



John Wilkerson

Herb Ragan '37and Tom O'Briant '60

He will move into the presidency in 1971-72. Williams is a Guilford College Board of Visitors member.

Other alumni association officers elected in spring balloting are vice-presidents: Mrs. Alice White Mendenhall '08 of Greensboro, Bob Poole '37 of Greensboro, and William R. Pipes '67 of Asheboro, North Carolina.

Elected to the association's board of directors are: Dr. W. Ralph Deaton '40, Greensboro; Sol B. Kennedy '49, Greensboro; Mrs. Jo Ann Hundley Parker '59, Charlotte; Ralph A. Stephenson, Jr. '65, Greensboro; and John W. Davis III '66, Winston-Salem. Dr. Marion L. Ralls, Jr. '48 of Greensboro was reappointed treasurer.

The new officers will serve with these other association directors: Miss Era Lasley '13, Tom J. Cheek '31, Charles C. Hendricks '40, Dr. Frederick H. Taylor '42, Dr. A. Raymond Tannenbaum '44, Mrs. Shirley Marshall Tate '44, Wendell H. Edgerton, Jr. '49, and Thomas L. O'Briant '60.

Four-day week

Changes in the Guilford curriculum over the next two years will reduce teacher and student work loads and free Wednesdays for laboratory and library work, student-teacher conferences, and independent study.

Academic Dean William C. Burris said the faculty-approved changes are results of a curriculum development study which was started soon after Dr. Grimsley T. Hobbs became college president in 1965.

Some of the changes will be initiated with the opening of the semester in September of this year, with the remaining changes to occur in September of 1971.

The new changes will mean that requirements for graduation are to be reduced from forty three-hour courses to thirty-two four-hour courses, Dr. Burris explained, adding that classes will meet Monday-Tuesday and Thursday-Friday with none on Saturdays or Wednesdays.

"The main benefit from this is that students will take four courses per semester instead of five, allowing them to narrow their focus on the subjects they are studying," he said.

"With fewer courses to prepare, students will have an opportunity to read more widely, pursue their studies in greater depth, and have more time to get involved in cultural activities on campus," he said.

The faculty can require a higher level of performance from students because their energies and attention will be less diffused, Dr. Burris added.

Professors will teach three courses per semester instead of the four they now teach.

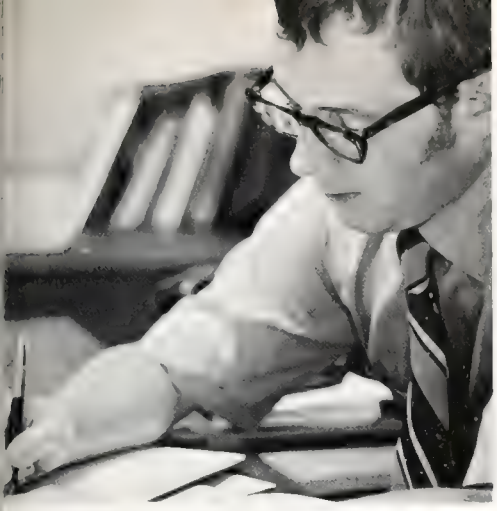
"This should bring improved teaching because faculty members will have more time for lecture preparation, student conferences, individual supervision of student projects, student evaluation, private study, and research," the academic dean said.

It also will make Guilford's teaching situation competitive, he added.

Conversion of three-hour courses to four, adoption of the four day week, and reduction of faculty teaching loads will not be initiated until September of 1971.

The announced changes are the second curriculum change within two years at Guilford.

As of this past academic year, all freshmen are required to take a new two-semester course, "Man in the Twentieth Century," and all juniors must take two courses dealing with non-Western subject matter.



John Wilkerson

Russell '71 to organize programs

The organization man

J. Kirk Russell III has been appointed assistant director of alumni affairs at Guilford College. Announcement of the appointment, effective June 1, 1970, was made by President Grimsley T. Hobbs.

Russell, who will graduate from Guilford in January, 1971, will assist Director of Alumni Affairs William E. Benbow. Russell will work with alumni chapters throughout the country and will be responsible for alumni events on campus.

He will also coach the Guilford College soccer team, which he helped to organize and played on as a student in 1962. In 1963 Russell entered the Air Force and served as a weatherman until he returned to Guilford in 1968.

Russell is a graduate of Westtown School, a Quaker preparatory school in Westtown, Pennsylvania, where his father is director of admissions. He transferred to Guilford in 1962 from Springfield College in Springfield, Massachusetts.

Russell, twenty-eight, is married to the former Martha Jane Burton of Reidsville, a 1970 graduate of Guilford. They live in Frazier Apartments on the Guilford campus.

A shot in the arm

"We must have really been tired and not thinking," decided Guilford sophomore Vickie Greene as she recalled the frantic month of May. "It was kind of far out for us even to try."

If they—seven students and three Guilford staff members—were too tired to think of the enormity of the urgent job they were tackling, they apparently were too tired to feel their own weariness.

And if it was "kind of far out," it certainly was not beyond their determined reach.

Their job, self-set: to save the summertime Eastern Music Festival at Guilford College from sudden death.

They set for themselves the task at eleven o'clock one May night upon learning that the EMF board of directors had sentenced the festival to death the following day if it did not receive an immediate and miraculous transfusion of $20,000.

Board members had been contributing heavily in the past to assure the festival's life and decided, according to the Guilford group, "simply to make someone else do it."

Pleading for and obtaining a stay of execution, the group of ten worked like mad men and women, scurrying out in all directions to beg money from students, friends, and total strangers.

A mammoth stumbling block was the first thing they encountered. They were told they could not solicit in Greensboro because the festival is a member of the Greensboro United Arts Council and cannot conduct its own fund drive in the city.

They were forced to neighboring cities, and they bombarded by telephone persons (obscure to them) far and wide whose names they gleaned from any source they could muster.

A what-can-we-lose call to a man in Washington, D. C., produced a stomach-dropping initial response, "The Eastern Music whaaaat?"

His education was immediate, and and his next response was, "I don't know a thing about the festival, but if you kids are willing to work so hard to save it, I'll help." He sent a check for $500.

Not all could afford such generous gifts. Vickie gave $5, exactly half of what she had in the bank. Sophomore Pam Henry donated $20, her whole pay check for working in the college bookstore, and freshman Gail Wild gave the $350 she will earn this summer as a counselor at the festival.

In all, 153 persons donated from $2 to $5,000, and when the stay of execution was lifted, the Eastern Music Festival's miraculous transfusion was $24,000 instead of the prescribed $20,000.

Accomplishing in one week what even festival founder and Director Sheldon Morgenstern considered impossible were students Vickie, Pam, Gail, Sally Peterson, Carl Southerland, Helen Macarof, and Karen Reehling. From the staff of Guilford College the team included Mrs. Selma Bass, head resident of Binford Hall; Cliff Lowery, director of student activities; and Jim Newlin, assistant business manager who, students agreed, "held it all together."

The traditional "happy ending" did not come with the gathering of the money, however. The group wanted more than the assurance that the Eastern Music Festival would survive another summer. They wanted more than a skin-of-the-teeth existence for the event which annually brings talented faculty, eager students, and guest artists to the campus for an exciting sharing of music and knowledge.

So, along with the $24,000, the money-raising champions took with them to the festival's board of directors a list of "suggestions" which could have been called "demands," as they were prepared to return every dime to donors if the "suggestions" were not embraced by the board.

Despite some tension and one dissenting vote, the proposals were passed in what was declared a unanimous decision.

Now, there will be a three-year fund raising program. A fulltime executive director will be hired. Standing committees on finance and development will be appointed. Six new board members from the Guilford faculty and student body and one from one other Greensboro college will be appointed.

With those suggestions passed, the group passed along the life-saving $24,000. The miracle workers left to return to their studies and their administrative jobs, but they did not leave the minds and the hearts of a local music world which holds them in awe.



John Wilkerson

Paul '13 and Sarah Edgerton join students for folk-rock concert on Alumni Day, 1970.

Class Notes

1908

Sallie T. Raiford Wetherald is the mother of six children, grandmother of fifteen, and great-grandmother of one. In February she took a winter vacation to Florida, where she visited *Brooks* '49 and *Elizabeth Raiford Hansard* '48 in Ormond Beach.

1911

David Allen Huffines has retired as supervisor of construction and maintenance at Fort Bragg, North Carolina. He lives in Cameron, N.C., where he has been an elder in the Presbyterian church for fifty years and superintendent of the Sunday school for thirty-eight years. Mr. Huffines has one son who is a Presbyterian minister, and one daughter who is a teacher and the mother of three.

1913

A book by *Tecy Beaman Griffin* entitled *Of Orchids and Shotguns* has been recently published by Cody Publications. "Miss Tecy," as she is affectionately known by her friends in her hometown of Troy, North Carolina, is a retired florist. From the "enchanted vista of retirement as a florist," she gives humorous and poignant accounts of various weddings. A former Latin and English teacher, Miss Tecy says she went into the florist business because of her "inherited love of flowers." She writes: "If I had worked half as hard toward my college degree as I did to learn about flower arrangements, I would never have made that C in mathematics in my junior year in college." Tecy and John Eston Griffin have been married forty-seven years and have two sons. The Griffins spend their winters in Florida and their summers at their home in Troy.

1918

Bertha Fox Ballinger is a housewife and lives on Dolly Madison Road in Guilford College.

Totten Moton Honeycutt has retired from teaching and lives in Oak Ridge, North Carolina.

1920

Vanner Emma Neece has retired from teaching, but she still substitutes occasionally. She lives with three other retired teachers on Hunt Road in Pleasant Garden, North Carolina. Miss Neece's hobby is raising roses.

1921

Myrtle R. Cox is living in a nursing home in Knoxville, Tennessee.

Ada McCracken Hunter is a retired school teacher and lives on Dolly Madison Road in Greensboro.

1922

Esther White Edes is a teacher of Spanish and remedial reading in a junior high school in Corcoran, California. She has two sons and six grandchildren.

1928

Walter L. Robertson is retired and lives in Alexandria, Virginia. He writes that his daughter, *Carolyn Robertson Surber* '59, is the mother of a new son, William II, and a three-year-old daughter, Kathryn. The Surbers live in Waynesboro, Va.

Nell Stinson Rea is a high school teacher in Plymouth, North Carolina.

1929

Mildred Carroll Cromer is a first grade teacher in Walnut Cove, North Carolina. She also serves on the Stokes County Board of Education.

Since his retirement from the Western Electric Company, *William Alden Hunt* has been working part-time with the American Red Cross blood program. He lives in Winston-Salem.

1930

Since her husband's retirement this year, *Sara Catherine Cox Chew* plans to spend a great deal of time in Florida. The Chews plan to visit their two small grandsons who live in Boca Raton, Fla.

1931

Ollie McBane is a dietitian at Memorial Hospital in Burlington, North Carolina.

1933

Sara Davis Phillips is a math teacher in Mount Airy, North Carolina. She and her husband have two sons and a daughter, *Sara Phillips Cardwell* '62. The Cardwells have a son, Brad, born April 20, and a daughter, two years old.

Ethel Swaim Teague plans to retire this year from teaching in the Winston-Salem/Forsyth County schools.

Frances Carter Tonge is an elementary teacher for the Riverside Unified Public School District in Riverside, California.

Harry A. Wellons has been promoted to assistant director of field operations for the Virginia Department of Vocational Rehabilitation and will supervise its twenty-seven district offices. His wife, the former *Esther Lindley* '31, teaches English at Central High School in Lunenburg County, Va. Their son, *Harry Albert Wellons* '57, is chief resident in vascular and heart surgery at the University of Virginia. Their daughter, *Martha Wellons Dentiste* '56, lives with her husband and children in Winston-Salem, North Carolina. Another daughter, *Nancy Esther Wellons* '68, teaches biology at Halifax Junior High School in Halifax, Va.

1934

Mildred Burton Hussey is a teacher and serves on the Guilford County Board of Education. She has three children and four grandchildren.

Robert Jackson Wimbish has been retired three years. He is a director of the First Union National Bank in Clinton, North Carolina, and a member of the administrative board of the First Methodist Church in Clinton. He is also chairman of the Sampson County Library Board. He and his wife, the former Mary Hefner, have two daughters and two grandsons.

1935

Dot Sturdivant McAdams is teaching at George Washington Junior High School in New Castle, Pennsylvania. Her husband died November 9, 1969. She has one son in the Air Force and both a son and a daughter attending college.



Jack E. Tilley '49, Alumni Day, 1970



Raymond Thomas '27, Alumni Day, 1970

Myrtle Gates Rice, a retired school teacher, is chairman of the Flagler County School Board. She lives with her husband in Bunnell, Florida.

Joseph F. Woodard is a salesman for Advertising Specialities and a driver for Little Sisters of the Poor in Richmond, Virginia.

1936

Mary Alma Coltrane has retired and now lives with her stepmother, *Annie Lois Henley Coltrane* '07, in Jamestown, North Carolina. She is active in the Friends Meeting and the garden club in Jamestown.

Helen Stilson Hardin is a secretary at the University of Pennsylvania in Philadelphia. She lives in Landsdowne, Pa.

1937

Dr. Jacques Hardre has resigned as chairman of the Department of Romance Languages at the University of North Carolina at Chapel Hill. He joined the faculty in 1941 as a French instructor and became head of the Romance Languages Department in 1964. Dr. Hardre has written several articles and books and serves as editor-in-chief of the *French Review,* a journal of French articles. He will continue teaching at Chapel Hill.

In January, 1970, *D. Ray Higgins* assumed his new position as superintendent of the Wellsboro District, Central Pennsylvania Conference of the United Methodist Church.

1938

Keitt Sawyer is the supervisor and production controller of the Marine Corps Air Station at Cherry Point, North Carolina. He has two grown sons and two grandchildren.

1939

Catharine Beittle Boyles has edited a publication entitled, "Guide for Elementary School Counselors of Greensboro." Her youngest daughter, Bonnie, is a rising sophomore at Guilford.

1940

J. Wilbert Edgerton gave his presidential address to the North Carolina Psychological Association on May 2. His topic was "Autonomy and Mental Health."

Americus H. Woodward of Wilmington, Delaware, has been named account manager for DuPont's Elastomer Chemicals Department. He has been a technical sales representative in the rubber industry since 1950, working out of the eastern district sales office in Trenton, New Jersey. Woodward joined DuPont in 1940. He is a national director of the Rubber Division of the American Chemical Society and chairman of its ad hoc committee on scholarship programs.

Wilson W. Mitchell is the vice-president of Piedmont Federal Savings and Loan Association in Winston-Salem. His daughter Shirley Ann is a 1970 graduate of Guilford.

Seth C. Macon has been recently elected senior vice-president of Jefferson Standard Life Insurance Company. He is now in charge of the agency department and life insurance field operations in thirty-two states, the District of Columbia, and Puerto Rico. Formerly a vice-president and agency manager, Macon was also elected to the board of directors of Jefferson Standard at the directors' quarterly meeting in May. He is a trustee of Guilford College and is chairman of the college's finance and investment committee. He is married to the former *Hazel Monsees* '41, and they live in Greensboro.

1941

W. Hughes Davis is a history teacher and tennis coach at New Trier East High School in Winnetka, Illinois. This is his fifteenth year at New Trier and his eighteenth year as a tennis professional at a country club in Winnetka. He and his wife, Virginia, have two boys, fourteen and twelve.

Charlotte Lewis Gage, a teacher's aide in Montpelier (Vermont) High School, is working toward her master's degree in guidance counseling. She has two sons and two grandsons.

1942

Charles W. Lewis, Jr. is the commanding officer of the naval hospital in Jacksonville, Florida. He has four sons; the youngest, Richard, is a student at Guilford.

1943

Roy Leake, associate professor of French and Italian at Indiana University in Bloomington, is the director of the Indiana High School Honors Program in French for the



Fiftieth reunion of 1920 class. (Left to right) Alma Chilton Moore, Hugh Moore, Dorothy Hubbard Kearns, Verna Stone Mendenhall, Anna Henley Coble, Vanner Emma Neece, Luby Casey, Leslie Barrett, Arthur Lineberry, Mrs. Leslie Barrett, Verna McBane Farrell, and Frances Moore Herring.

summer of 1970. He and his family are spending two months in St. Brieuc, France, with a group of thirty outstanding Indiana high school juniors who are living with French families and studying French intensively. Roy will be on sabbatical leave during the first semester of the 1970-71 academic year. He plans to spend much of it in Bordeaux, France, where he will be doing research in connection with the *Essais* of Montaigne.

Guilford's *Stuart* and *Ruth Weisgerber Maynard* recently entertained visiting classmate *Jane McCullough Rutherford.* Jane was in Greensboro with her daughter and her husband, William, who is on a sabbatical from Chico (California) State College. Jane also has two sons in school in California. In addition to the guests of honor, the Maynards also entertained Harold and *Mildred Pegram McFarland* of Greensboro; Joe and *Doris Smith Sanderson* of Four Oaks, North Carolina; and *James* '40 and *Frances Lloyd Wall* '42 of Tobaccoville, N. C.

1944

W. R. Crowder is the pastor of St. Paul's United Methodist Church in Burlington, North Carolina. His son Billy teaches high school art; his son Gene is a sophomore at Louisburg College; and his daughter, Mary, is in the seventh grade.

T. M. Neece is a claims manager of the Travelers Insurance Company in New Orleans. His daughter, Laura, is a freshman at Earlham College.

1945

Julia Nelson Rainey teaches French and Spanish in the Rose Tree-Media School District, Media, Pennsylvania. She has two children—Michael, sixteen years old; and David, who is in the seventh grade.

1947

Beatrice Carmien Collins is a member of the Suttons Bay School Board in Traverse City, Michigan.

1951

Physicist *Byron M. Branson* is the chief of instrumentation development and dosimetry in the Nuclear Medicine Laboratory of the Bureau of Radiological Health. He writes that his emphasis has changed from radiation in the environment to uses of radioisotopes in pharmaceuticals for clinical diagnosis. He and his wife, Wilhelmina, have three children—Sara, eleven; Hannah, ten; and Christopher, nine. They live in Cincinnati, Ohio, where they are active in the Society of Friends. Byron is the Clerk of the Community Monthly Meeting. The Bransons live in a planned desegregated community and strongly recommend it as a method of getting to the core of the nation's racial problem.

Thomas Evaul is a professor in the School of Education at Temple University in Philadelphia.

Martha Shearon Hirschi is a housewife and a substitute teacher in the elementary schools of Durham, North Carolina.



Dr. Ed Burrows with Harriet Pringle Presnell '25 and Edna Lamb Weis

1953

Mary Annette Draper was married to Franklin Wayne Huntley on April 11 in a traditional Quaker ceremony. Mary is a reservations agent with Eastern Airlines in Charlotte, where the Huntleys live.

James D. Pratt is a manufacturing engineer with IBM in the components division in East Fishkill, New York. He and his wife, Stephanie, have two daughters. They live in Poughkeepsie near the Hudson River and the Catskill Mountains.

1955

Rachel Grogan Cheek is a housewife and part-time choir director at Pleasant Garden Baptist Church in Greensboro.

Edward M. McEachern, Jr. has been elected vice-president of the Wachovia Bank and Trust Company in Winston-Salem. He joined the bank's trust department in 1959. Edward is active in the Old North State Chapter of the Naval Reserve Association and is a recruiting officer for the U. S. Naval Academy.

Walter Norman Garrison and *Barbara Shepherd Garrison* announce the birth of a son, Mark Russell Holt, born January 6.

1956

W. Frank Laraway, Jr. is an assistant professor of architecture at Auburn University in Alabama. He received his bachelor's degree in architecture from the University of Michigan and is a registered architect. Frank has two children—Jacqueline Leigh and Kennedy Wright.

Peter Sterling Parsonson and *Marilyn Shepherd Parsonson* announce the birth of a son, Peter Shepherd, born October 31, 1969. They have two other children, Sheryl Elaine and Ellen Marie.

1957

Joseph B. Beck, general agent in Greensboro for the Franklin Life Insurance Company, was named to the 1970 Franklin Million Dollar Conference of sales and management leaders.

1958

Dale L. Watson received his Ph.D. from the Hartford Seminary Foundation in Connecticut in May. He is an



Alumni bridge the "generation gap" in a discussion with students on Alumni Day.



Ethel Watkins Crutchfield '25 makes a point during discussion as Karen Reehling '72 listens.



Harris G. Johnson '14



Alumni Day Chairman Frank L. Crutchfield '25

assistant professor of religion at Wichita State University in Kansas. He and his wife, the former *Anne Rollins*, have three children—David, eleven; Marguerite, nine; and Laura, seven years old.

1959

Jo Ann Hundley Parker and *O. Lester Parker* '60 are the parents of three children—Margaret, one; Nick, five; and Amy, eight. Lester is the personnel director of the southeast region of the Macke Company.

Bob Marsh has been named public relations director for Broyhill Furniture Industries in Lenoir, North Carolina. Previously he was the bureau chief for Fairchild Publications in High Point. He is married to the former Judith Loflin, and they have one daughter.

R. L. McFarland is working in San Diego, California, with the Naval Undersea Research and Development Center. He has two sons: Robert Alan, ten, and Russell Scott, seven years old.

The Pleasant Garden, North Carolina, Jaycees named *Glenn A. Snow* Jaycee of the Year at their annual awards banquet in April. Glenn is a supervisor for Cone Mills.

1960

Thomas and *Lillian Burrow O'Briant* '61 announce the birth of their fourth son, John Curt, born February 18. He was named for Dr. Jacob Curt Victorius, a former professor of economics and business at Guilford.

1961

Miriam Almaguer and *Fernando Leiva* '63 live in Charlotte, where Fernando is a research chemist with Reeves Brothers. Miriam is an instructor at the University of North Carolina at Charlotte and is the mother of two children: Fernando, ten months old, and Miriam Katie, two years old.

Beverly Blankenship Walsh and her husband, Paul, live in McLean, Virginia, with their daughter, Christy. Paul is the production manager at WTTG television station in Washington, D.C.

1962

James D. Cox has joined Zane-Waters Pontiac in Greensboro as manager of fleet sales and leasing. He formerly had been with Black Cadillac-Olds.

Forbes Elliott is the manager of market research for the RCA Record Club in New York City. He has one son, William Forbes, two years old, and a daughter, Tracy Ann, eight months old.

Phillip D. Fulton is a salesman for Harrelson Rubber Company in Asheboro, North Carolina. He and his wife Sandra, have two daughters, Amy and Sally.

Norma Hamrick Moore and her husband, Robert, now live in Boone, North Carolina, after having moved from Salt Lake City, Utah, last year. Bob is the executive vice-president of operations for the Holiday Inns of Boone-Lenoir. The Moores have three children.

Linda Marsh Rider and her husband *Norman L. Rider* '63 announce the birth of a son, Nathan Llewellyn, born November 23, 1969. Norm is a claims supervisor with Pilot Life Insurance Company in Greensboro.

Mary Mozelle Wheeler Schneider is living in East Malaysia, where her husband, William, an anthropologist, is on a field trip financed by the National Science Foundation. Their two-year-old son, Daniel, is with them.

Ledford Landon Wooten is the motor truck sales manager and part owner of Highway Motors in Harrisonburg, Virginia. Landon and his wife, Lois, have a daughter, Kim.

1963

While her husband is working toward his Ph.D., *Helen Gaye Mason Copley* is taking courses at Virginia Polytechnic Institute in Blacksburg, Va.

James Stephen Joyce was married to Brenda Stowe on December 20, 1969. He is employed by Madison Throwing Company in Madison, North Carolina.

Maynard and *Carolyn Lawrence McMillan* '66 live in Lenoir, North Carolina, where Maynard is manager of the Sears Catalogue Sales Office and where Carolyn teaches. They have one son, John Bradley, born March 19, 1969.

Gayle Braxton Neave has been promoted to captain in the U.S. Air Force. He was assigned to Tan Son Nhut Air Base in Saigon, Vietnam, last fall and will finish his assignment there in September of 1970.

Pete Rickard and his wife, the former *Diane Coneybear* '64, have two



Mrs. Leslie Barrett



President Grimsley Hobbs '47 and Frances Margaret Levering Stubbs '25



Twenty-fifth reunion of 1945 class. (Left to right) Julia Nelson Rainey, Virginia Weatherly Haughton, Ann Edgerton Whitley, Mary Alice Johnson Matson, Virginia Ashcraft Sherrill, Mary Ellen Jordan Harris, Martie McLennan Bynam, Nancy Nunn Beauchamp, Dot Peele Kramme, and Jim Lehr.

daughters, Gail and Jennifer. They live in Scotch Plains, New Jersey.

For the past six years *Barbara Joan Stroud* has been a social studies teacher for the Duneland School Corporation in Chesterton, Indiana. Barbara has been working on her master's in geography at Ball State University in Muncie, Indiana. In her spare time, she has traveled extensively.

1964

William Larry Addleton is a sales representative with the Stuart Division of Atlas Chemical Industries in Raleigh, North Carolina.

John C. Bailey III is a graduate student at Appalachian State University in Boone, North Carolina.

Terry Champion Evans and her husband, Thomas, announce the birth of a daughter, Sally Anne, on January 29. They are living in Reno, Nevada, where Thomas is employed as a senior exploration geologist for Norandex.

Taylor Grant Owens was married to Catherine Tucker Clark on April 25. He is a systems analyst for Burlington Industries in Greensboro.

Lieutenant *Neil S. Sugermeyer,* a helicopter pilot with the U.S. Navy, has recently been reassigned as a flight instructor at Whiting Field in Milton, Florida. While stationed in Imperial Beach, California, he completed two tours of duty in the Tonkin Gulf area of Southeast Asia.

1965

Walter A. Gromada, a lieutenant in the U. S. Navy Reserve and a pilot, was stationed at the Navy Air Station in Alameda, California. In May he joined the aircraft carrier U.S.S. *America* for a seven-month tour in the Western Pacific.

Ralph E. Messick and his wife, the former *Patricia Love Orrell* '67, have two children: Amy Elizabeth, three years old, and Mark Edwin, age one. Ralph is the assistant advertising director for J. G. Messick and Sons in Winston-Salem.

Bill and *Clarajo Macon Pleasants* '67 announce the birth of a son, William Clarke, born December 29, 1969. Bill is employed with Burlington Industries in Fayetteville, North Carolina.

Rebecca Stout was married to Donald Argall March 27. She has been an instructor of English at Memphis State University in Tennessee since 1966. She received her master's degree in English from the University of North Carolina at Chapel Hill. Rebecca has traveled to India, Sweden, and England with the Experiment in International Living.

Gussie Beatrice White and *Charles Franklin Gibbons* were married March 28. He is the director of research and development at Jackson Training School in Concord, North Carolina. She has taught in Brevard, N. C., for three years and in Concord for two years.

1966

Since returning from Vietnam, *John C. Carlson* has attended the law enforcement program at Virginia Commonwealth University and is presently a member of the Richmond police force. While in service, he served three years with Army Intelligence and was awarded two Army Commendation medals. He is married to the former Jane Teague, and they have a son, John Jr.

Ward F. Cross is working in the planning department of the Wilmington Trust Company in Wilmington, Delaware. After graduating from Guilford, he spent fifteen months in Dusseldorf, West Germany, with the DuPont Company.

Robert Norfleet, Jr. and Louise Key were married May 2. He is a field representative with Wachovia Bank in Hickory, North Carolina.

Robert Lynn Osborne was married to Marcia Jean Crickenberger March 21. They live in Lynchburg, Virginia, where Robert is employed by the General Electric Company.

In August, 1969, *Burton Jay Rubin* received a doctor of jurisprudence degree from the University of North Carolina at Chapel Hill.

John Clifford Vaughan, Jr. was married to Phyllis Kinney King May 9. John is employed by Trend Mills of Georgia. They live at Treasure Island, Florida.

1967

Jane Benbow recently returned to her home in East Bend, North Carolina, after spending two years as a Peace Corps volunteer in Liberia, West Africa. She lived in the village of Bahn, a former diamond mining center "in the bush." During the hot season, when Jane was not teaching, she traveled to various points of interest such as Uganda, Tanzania, Ghana, Morocco, and the Ivory Coast. She plans to return to a college near Boston, secure her master's degree, and then teach.

Larry J. Edwards, career agent for the American United Life Insurance Company in Greensboro, recently attended the company's 1970 Leaders Club sales meeting in Miami Beach, Florida. He was chosen as a result of his outstanding sales record and agency development during the past eighteen months. He and his wife, Barbara, have a new daughter, born January 11.

William Russell Pipes is industrial relations manager for the Union Camp Corporation in Jamestown, North Carolina. This year Bill received the Chairman of the Year award from the Asheboro, N. C., Jaycees, and the Outstanding Citizen Award from the United Fund in High Point. He and his wife have one son, Clinton Russell, born September 17, 1969.

Susan A. Reush is the rehabilitation counselor with the North Carolina Division of Vocational Rehabilitation in Winston-Salem.

Charles A. Sanders is vice-president, treasurer, and general manager of Lentz Transfer and Storage Company in Winston-Salem.

A master's degree in voice will be awarded to *Sally Stedman* in August by the University of North Carolina at Greensboro. Sally, a soprano, is a graduate assistant in the choral department and serves as assistant conductor and accompanist of the university choir and chorale. She is a member of Pi Kappa Lamda and Mu Phi Epsilon international honor societies. She is a former Miss North Carolina.

1968

Robert Graves Wilson III is professional sales representative with CIBA Pharmaceutical Company in Summit, New Jersey. He and his wife, Patsy, have one child, Robert Graves Wilson IV.

Ronald J. Boling is an internal auditor in the financial services department of Allied Stores Marketing in Greensboro.

John Hall Bonner and Deborah Lee Brown were married April 18.

Walter Sherwood Daniel and Nancy Kaye Lowe were married April 12. Walter is owner and manager of Walt

Daniel Insurance Agency in High Point.

Gary W. Dawson is an aviation electronic technician in the U. S. Navy. He was recently transferred from Beeville, Texas, to the reconnaissance squadron in Albany, Georgia. In June he was promoted to second class petty officer.

After one-and-a-half years as a cost accountant with the Burlington House Division of Burlington Industries, *Scott Graham* is now an insurance adjuster with the General Adjustment Bureau in Greensboro.

James G. Grizzard has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland Air Force Base, Texas. He has been assigned to Randolph AFB in Texas for pilot training. Jim's wife is the former *Fran Johnson* '67.

Since receiving her master's degree in library science from the University of Denver, *Judy B. Johnston* has been a librarian in Washington, D.C.

Basketball ace *Bob Kauffman* was recently traded to Buffalo in the National Basketball expansion draft. He has previously played for Seattle and Chicago.

Ellen Holt Wood and her husband, Dr. James B. Wood, are living in Honolulu, Hawaii, where Jim is an assistant professor at the University of Hawaii. They have one daughter, Heath, born November 26, 1969.



Tom O'Briant '60 (left) and Joe Bryan '60

1969

Susan Lum Benbow was the contralto soloist for Mozart's *Requiem* presented by the Greensboro Friends of Music March 15. Sue, wife of *Bill Benbow* '67, Director of Alumni Affairs at Guilford, is a graduate student in music at the University of North Carolina at Greensboro.

Charles Michael Isley was married to Carolyn Sue Brooks March 28. Charles teaches at Bethany High School in Rockingham County. They live in Greensboro.

Morris T. Jeffreys is teaching in Greensboro.

Ralph Lee Massey has received the assignment of retail controller of the Gastonia, North Carolina, Sears, Roebuck and Company.

Jane McCauley, a former employee of Liberty Mutual Insurance Company, is now attending post-graduate classes at Katherine Gibbs in New York City.

John P. McLean recently graduated from the Hartford Insurance Institute after a three-week concentrated study course on all phases of the general insurance business.

Joseph Ervin Morris and Margaret Creola Taylor were married March 14. He is enrolled at Old Dominion University in Norfolk, Virginia.

Barry Smith has been assigned to duty with the National Guard at Fort Sill, Oklahoma, where he will be until July.

Tom Walser is employed by Clarendon Industries in High Point.

Timothy Wheeler, a graduate student at American University in Washington, D. C., plans to begin his two years of alternative service in Guatemala with the American Friends Service Company in July.

The International Law Society of the Cumberland School of Law at Samford University has accepted *John P. Whittington* as a member. John is in his first year in the Birmingham, Alabama, law school. He is married to the former *Debra Wilkey*.

1970

Dave W. Feagins and *Tatiyania Natalie Ward* were married January 25. David is the son of Dr. and Mrs. Carroll Feagins, both members of the Guilford faculty. "Tanya" is the daughter of faculty member Dr. Richard Carleton Ward and Mrs. Ward.

Deaths

Esther Edgerton Couch of Scottsboro, Alabama, died March 8. She attended the preparatory department of Guilford College.

* * *

J. Mack Cutchin '02 of Whitakers, North Carolina, died February 7, 1969, at the age of eighty-seven.

* * *

Miss Virginia Redding '05 died at a nursing home in Randleman, North Carolina, on May 16. She was eighty-eight. She had taught in the Randolph County school system for forty-nine years.

* * *

Hugh Edward Mackie '45 died April 7 at the age of forty-seven. He taught electronics at Starmount High School in Boonville, North Carolina. He is survived by his wife, Mrs. Phyllis Fleming Mackie, one daughter, one son, two stepsons, one stepdaughter, and two grandchildren.

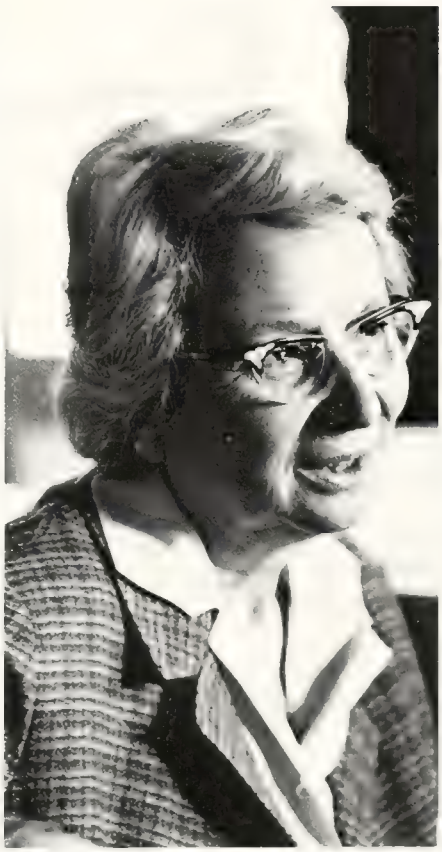
Dorothy Thorne: Curator of the past

One does not ordinarily look for bullet holes in a Quaker library among volumes of people known as peace-loving folk, but there is a book with the path of a bullet straight through it in the Quaker Collection at Guilford College. Furthermore, one learns from an author's note that the book is "A Journal of the Travels of Several Persons with their Sufferings, being cast away in the Gulph among the Cannibals of Florida."

If the little volume reflects on the credibility, or the gullibility of those several castaways, it is not alone in containing surprising insights into the past, and into the history and habits of Quakers. Dorothy Gilbert Thorne, curator of the collection housed in the library, finds "much extraneous material when I'm not looking for it."

There among the dark shawls and the homespun dresses, the broad brimmed hats and Quaker bonnets, the Quaker doll with wide open eyes, the samplers and maps and rare books and genealogies, Mrs. Thorne finds some thoroughly non-Quakerish intelligence.

Steeped in Quakerism as she is, the curator finds a particular fascination in manuscript volumes of Yearly Meetings which deal with subjects "that do not belong in a meeting book." One contains a list of blacks, slaves belonging to one member of the Meeting. One lists books, along with the bristling declaration of the owner, "These books belong to Mee." There is also a work, "Mournful



Words for the Merry Hearted," which is presumably a sermon.

Although Mrs. Thorne traces her Quaker beginnings to North Carolina, she is a native of Rich Square, Indiana. A grandfather who was a member of the first Friends Meeting in Perquimans County, North Carolina, joined the westward trek to Indiana early. Thus, Earlham College, not Guilford, educated members of his family. Mrs. Thorne's grandfather and grandmother, her father and her mother, her brother and herself are numbered among its graduates.

Still Guilford College reaped the benefit. Dorothy Gilbert was graduated from college in 1925; in 1926 she came to Guilford and has been there intermittently ever since.

She came to Guilford to teach English and additionally was director of physical education, which she says leaves her later students speechless with surprise. She got a master's degree at Columbia, worked at Chapel Hill toward a doctorate until her mother's death when her father came to Greensboro to live—and left for Wilmington, Ohio, when she married Howard Harlan Thorne in 1954.

"We lived in a beautiful old house," Mrs. Thorne says, "took a trip around the world, but we spent our winters in Guilford College." She came back as temporary head of the English department when Dr. Grimsley Hobbs became president. Now she teaches one English course and gives the rest of her time to the Quaker Collection. She may give it full time after one more year.

"I was always interested in the Collection," she states, and the Collection has benefited from her personal gifts, such as her great-grandfather's letters and papers and a Chinese Bible, Imperial Edition, that was a gift to her grandmother from a cousin who went to China as a missionary.

"There is wonderful material here," Mrs. Thorne says. She expects to be quite happy among the curious names, the signatures in the same handwriting (indicating the witnesses could only make their mark), the movements and issues in which generations of Friends have been concerned.

Editor's note: In recognition of her distinguished service to Guilford and to Quakerism, the Guilford College Alumni Association presented its highest award, the seventeenth Distinguished Alumni Award, to Dorothy Gilbert Thorne on Alumni Day, 1970. The above article was written by Rose Howell Holder, a staff writer for the Greensboro Daily News.

JULY 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

Second class postage paid at
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1 Something's Got to Give

9 A Madwoman's Scorn

12 Sports Scene

14 Plans for New College Center and Physical Education Center Unveiled

18 On Campus

'All we are saying . . .'

Gift from Kuwait

The full circle

Kudos

Four-day week

A shot in the arm

24 Class Notes

Alumni Day in pictures

33 Dorothy Thorne: Curator of the Past

COVER: An engraving from a German Bible printed in 1860 depicts the Biblical myth of racism as recorded in Genesis 9:18-27. According to Judaeo-Christian tradition, Noah's three sons—Shem, Japheth, and Ham—fathered the races of man. Ham, the father of Canaan and the descendant black race, was cursed after scorning Noah's drunken nakedness: "When Noah awoke from his wine and knew what his youngest son had done to him, he said, 'Cursed be Canaan; a slave of slaves shall he be to his brothers.' " Engraving courtsey of the New York Public Library.

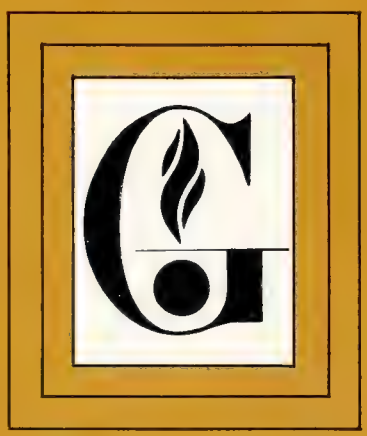
Editor: George Roycroft

Editorial Assistant: Dave Owens

NOVEMBER, 1970

GUILFORD

COLLEGE BULLETIN SPECIAL ISSUE



REPORT OF THE PRESIDENT
LOYALTY FUND REPORT





The 1969-70 academic year has been one of challenge, excitement, and continued planning as those of us at the College have attempted not only to maintain a steady pace of growth but also to make needed accommodations in our approach to individual and group needs.

It has been a year of continuing development of programs and projections following from the general statement of aims established last year and a year of examining and facing the difficulties of implementing those aims. There has been more openness and candor on the part of various groups within the College community than at any time since I have been at Guilford; this has helped a great deal by affording the opportunity to identify and to come to grips with significant issues confronting the College.

In addition to a summary of the year's activities, this annual report includes an account of certain problems and needs which Guilford expects to meet during the course of its ten-year development program entitled CHALLENGE FOR THE 1970s.

Before proceeding, I would like to extend my deep personal appreciation to members of the Board of Trustees, the faculty and staff, the student body, and the many other friends of the College who have helped us with their insight, candid criticism, and commitment to the College in our mutual endeavors.

Grimsley T. Hobbs

Grimsley T. Hobbs
President

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"Our satisfactory financial situation resulted from a moderate increase in tuition charges and an increase in gifts and grants to the College."

ECONOMIC FACTORS

Income

This past year was one of continuing inflation, tight money, and cloudy economic outlook and a time when pressures on private colleges and universities mounted sharply. Guilford College, fortunately, has continued to operate "in the black." Our satisfactory financial situation resulted from a moderate increase in tuition charges and an increase in gifts and grants to the College.

Tuition increases, while necessary and in line with the pattern of other private colleges and universities, also pose certain difficulties for the College as it looks toward the future.

As tuition costs increase, it becomes obvious that Guilford needs to increase its student aid money at all levels. This need is recognized in the goals of Guilford's adopted ten-year development plan, the CHALLENGE FOR THE 1970s program, and the urgency of this need should be underscored. Particularly needed are scholarships for outstanding students, who are so important in providing leadership on campus as well as in maintaining the academic tone. Increased scholarship opportunities are also needed for socially and economically disadvantaged students and for students of average abilities who come from families of relatively modest means. Such students do not qualify for outstanding academic awards and ordinarily do not qualify for substantial financial assistance based on need. Many students at Guilford have traditionally fallen within this last category. When such students are not eligible for substantial financial aid, they are increasingly enrolled at the less expensive state schools. Unless this problem is offset by greater amounts for scholarship aid, Guilford will find that it has a decreasing percentage of students from middle-income families and that its student body will tend to become divided between outstanding students and disadvantaged students. It should be noted that this would have an important effect upon the attitudes and educational climate of the College. In some colleges without a significant middle class of students, this situation is generating a polarity between the affluent and the poor. We at Guilford believe that the educational vitality and stability of a college is endangered by either an overly homogeneous or a polarized student body and feel that we must do all we can to counteract this. We need a student body diverse along socio-economic, racial, cultural, and geographic lines.

Internal Economies

It should be noted that rising college expenditures are largely the result of salary increases and heightened operational costs, both of which are directly tied to the inflationary trends of the nation's economy. From all indications these costs will continue to rise. In this situation it is critical that we continue to offer salaries that will attract and keep a high quality of faculty and administrative personnel.

As one avenue in offsetting mounting costs, several committees of the College have undertaken a comprehensive analysis of college expenditures to determine whether there are ways of achieving greater economy in internal operations without compromising the established academic aims and standards of the College.

BOARD OF TRUSTEES

New Trustees

The opportunities and problems which confront all institutions of higher education—particularly independent, privately supported colleges—become more complex and demanding with each year.

A great part of this challenge occurs at the trustee or institutional policy-making level. The Guilford Board of Trustees achieved a degree of involvement and performance during the past year which augurs well for the future of the College.

During the 1969-70 year, the Guilford College Board of Trustees appointed four new members and elected

"We at Guilford believe that the educational vitality and stability of a college is endangered by either an overly homogeneous or a polarized student body . . . . We need a student body diverse along socio-economic, racial, cultural, and geographic lines."

a new chairman. In October 1969, Robert H. Frazier '19 retired after nineteen years of outstanding service as board chairman. He was succeeded by Edwin P. Brown '26 of Murfreesboro, North Carolina. The four new trustees added to the board were: William B. Edgerton '34 of Bloomington, Indiana; Stanley Frank of Greensboro; Herbert T. Ragan '37 of High Point; and Charles A. McLendon of Greensboro.

ACADEMIC LIFE

Departmental Programs

The academic programs of the various departments of the College continued to be of high caliber, with outstanding improvements being noted in several areas. Guilford is singularly fortunate to have a faculty which is not only well qualified in a great variety of academic fields, but one which contains a high proportion of members who are excellent teachers and committed to the fundamental aims of the College. Their dedication in the classroom, their performance of committee assignments, and their participation in community activities both within and outside the College are greatly appreciated and constitute one of Guilford's greatest strengths.

Three departments should be mentioned as having made outstanding improvement during the past year. The Music Department and the Education Department conducted studies of the programs in their respective departments. In each department useful revisions were made, and there has been a marked improvement in student attitudes.

A somewhat similar improvement is to be noted in the English Department. The program became more internally coordinated and is now tied more effectively into the overall curricular emphases of the College.

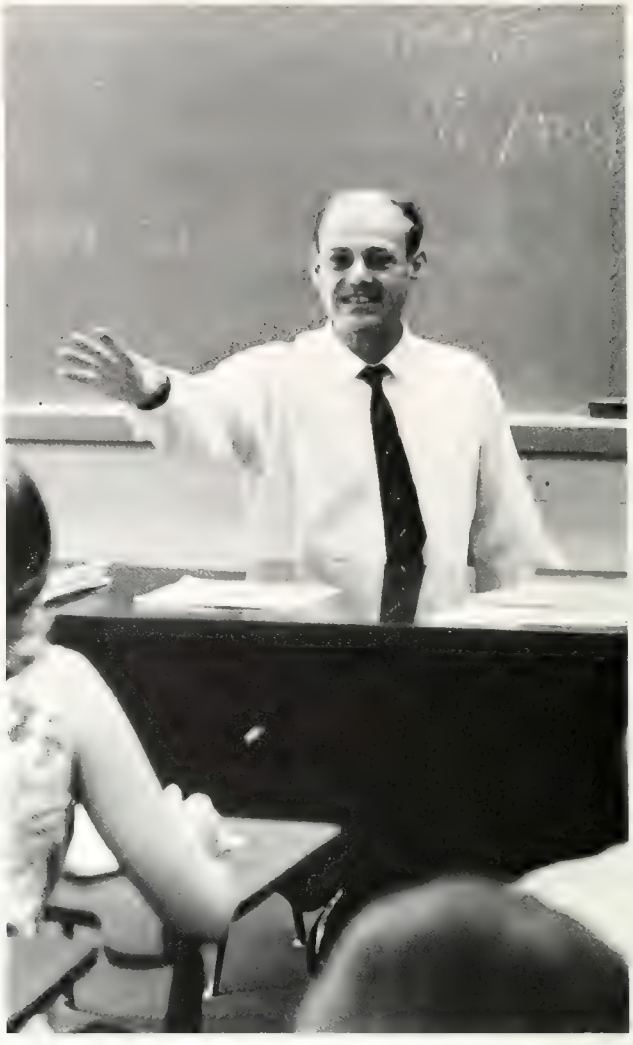
In addition to ongoing departmental offerings, Guilford has a number of special programs and activities which do not fit under any particular department. They are highly important parts of the total academic offerings, and their success in some cases has depended on the willingness of certain Guilford faculty members to assume an extra load. The generous response has been greatly appreciated. Over the long haul, however, adequate budget support must be found to insure the effective continuance of such programs. This is particularly true of the Man in the Twentieth Century course, Guilford's Off-Campus Seminars, and the Non-Western Studies program. Additional funding is sought for each of these programs in the CHALLENGE FOR THE 1970s program.

Man in the Twentieth Century. We have now completed one full year of this new freshman program, and it has proven to be a successful innovation in the curriculum of the College. The response of the students, teaching assistants, and faculty was very positive, and

1965-66—New Garden Hall renovated; addition made to Maintenance Building.
1966-67—Duke Memorial Hall renovation begun.
1967-68—New Men's Dormitory begun; Archdale Hall remodeled for faculty offices; Duke Memorial Hall renovation completed.
1968-69—New Men's Dormitory completed; addition built to Ragsdale House (President's Home); Grill Room renovated and refurnished; Bob Doak Room redecorated.
1969-70—King Hall addition and renovation begun.

1966—Extensive curriculum study begun, resulting in these new programs: non-Western studies emphases added to the curriculum; the Man in the Twentieth Century course for freshmen established; Curriculum II for upperclassmen added; the Richardson Fellows Program instituted; off-campus study programs made available at home and abroad; independent study opportunities broadened; and Guilford students allowed to take additional courses at Greensboro and Bennett Colleges.

"Guilford College has had a long tradition of educating students under Quaker-Christian influences, and the College continues to make a genuine effort so that this emphasis will continue as a vital aspect of the educational program."







all indications are that the goals of the course were achieved with many students. As previously reported, it is an interdisciplinary course taught by a variety of Guilford instructors and focuses on a number of important psychological, social, political, and environmental problems which face man in contemporary life. Man in the Twentieth Century received considerable attention from other institutions; numerous inquiries were received from colleges in the immediate area and around the nation about its content and methods. This course has undoubtedly made the freshman year at Guilford more exciting and meaningful than before. Its present success was a direct result of the determination of the faculty to make it a success. The work load was excessive, and the interest and dedication of the faculty involved in the course were crucial to its effectiveness.

Student evaluations have been received, and these will be weighed along with faculty evaluations as the design of the course is made for future years. The effect of this course upon students and the choices they make in upper level courses will be noted and will become an important part of the evaluation of this course. Such continued reviews, evaluations, and modifications of the educational program are highly important in achieving and maintaining courses which challenge students and expand their knowledge. Such procedures are also highly important to the professional development of members of the faculty.

Non-Western Studies. Guilford's Non-Western Studies program to this point has consisted mainly of a relatively uncoordinated series of courses which serve to satisfy Guilford's non-Western requirement. William Beidler, formerly Chairman of the Philosophy Department of Queens College and a specialist in Asian studies, has been appointed as director for the coming year. Under his direction it is expected that this program will become an increasingly coordinated and important feature of the educational program of the College.

Off-Campus Seminars. The Off-Campus Seminars program was expanded this year and is becoming an important aspect of Guilford's curriculum. Five seminars were held last year with a total of 161 students participating. Student interest has been keen, and many students were involved in planning and administering these seminars. Administration of all off-campus studies has been centralized under the leadership of the director of the program, Claude Shotts.

Overseas Study. Summer Overseas Study programs were conducted in Paris and London this past summer; this was the second year for the London program. A Guilford professor provided leadership for each group, though both programs were conducted in conjunction with the University of North Carolina at Greensboro. Each of these activities carried six hours of academic credit. A goodly number of Guilford students participated, but we are concerned to increase their number in the future.

Seminars Abroad. The Seminars Abroad program in which Guilford students tour and study in many successive areas in Europe continued as in previous years. It is now possible for Guilford students to earn three hours elective credit for this seminar.

Richardson Fellows. The Richardson Fellows Program for freshman and sophomore students has been completed after its stipulated two-year term. The program during 1969-70 was much improved over its first year due to better administration, better instruction, and a more careful selection of students. The Richardson Fellows made a very positive impact upon the learning experience at Guilford. One of the program's outstanding features was the summer internships which a number of Fellows served with prominent local and regional persons in business, education, and government. Several of the Fellows, it is reported, made notable contributions during their internship periods.

Its greatest contribution was the number of highly talented young people it attracted to Guilford. Its main shortcoming was the extent to which the Richardson Fellows came to be viewed as a "special" group, thus somewhat separating them from other students. The program taught the College the value of striking a proper balance between freedom, independent study, and structured learning. This lesson was helpful to us in avoiding mistakes in establishing the present Man in the Twentieth Century course. We are continuing aspects of this kind of experience under the general label

"The stress here is upon international understanding, which is a vital element in the peaceful resolution of problems among nations."

"Guilford Fellows Program." This will involve highly talented members of the freshman class (approximately thirty students) in a special dimension of the Man course, independent study experiences, and internship arrangements.

Quaker Emphasis. It seems useful to call attention in this report to those aspects of Guilford's overall program which bear a distinctly Quaker emphasis.

Guilford College has had a long tradition of educating students under Quaker-Christian influences, and the College continues to make a genuine effort so that this emphasis will continue as a vital aspect of the educational program. Quaker education has always upheld intellectual excellence as an important goal of education, but it has recognized that this is only a part of a more comprehensive educational objective—that of human excellence. The latter goal includes the development of the student as a principled and socially responsible human being. This goal was well expressed by the trustees of New Garden Boarding School, the forerunner of Guilford College, in a statement made in 1848: "By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."

This continues to be the educational aim of Guilford today, and this is one of the motivating principles behind recent revisions of the Guilford curriculum. We have attempted, and we think succeeded, in designing a course of studies which generates both understanding and strong personal commitments among students.

Aware of the increasing need for other-centered motivation among today's students, as well as the traditional concern of Friends for a course of studies which deals with real and fundamental human problems, Guilford initiated the innovative Man in the Twentieth Century course last fall. The overall purpose of this problems-oriented course is to help students to see the larger implications of their study as well as the possibilities of creative solutions to many modern problems, both individually and collectively. As previously indicated, student evaluations of Man in the Twentieth Century reveal that the course has had a vivid impact upon student thinking and motivation, and it would appear to be a great milestone in the process of gaining a more interested and involved student body. We are greatly encouraged that it appears to be of real service to students in helping them find a valid sense of meaning and purpose in their lives.

Many upper-division courses continue in their traditional patterns, though more flexibility has been introduced into them, both from the standpoint of content and their availability at various points of the student's course of studies. More individual study options have been added so as to give adequate range to developing student insight and stable personal concerns. While not unique to Guilford, these possibilities are in the tradition of Friends by allowing room for the pursuit and expression of individual interests and commitments. Perhaps here, too, attention should be called to the arrangements for students to serve "internships" with local individuals, agencies, and firms. This has proven to be a fertile link between the theoretical and practical aspects of learning.

We at Guilford think that these educational programs are clearly in the Quaker tradition, stressing a vital combination of intellectual and personal development.

Other aspects of Guilford's educational program which reflect Quaker interests include:

1. An international emphasis evidenced in the study groups abroad and in the significant number of courses at the College dealing with various non-Western cultures and traditions. The stress here is upon international understanding, which is a vital element in the peaceful resolution of problems among nations.

2. Various Quaker activities are a part of the Guilford program each year. Noted Quaker leaders who have been recent visitors to Guilford include: Kenneth Boulding, noted economist, lectured in the Man in the Twentieth Century course and spoke informally on other occasions to student and faculty groups.

"We have attempted, and we think succeeded, in designing a course of studies which generates both understanding and strong personal commitments among students."

Douglas Heath, Haverford College psychologist, addressed the faculty in its opening sessions. Copies of Heath's pamphlet *Why a Friends School?* were distributed in advance to all faculty.

Thomas Brown of the Friends Council on Education visited the College and spoke to students on teaching in Quaker schools.

Elton Trueblood, author and educator, has visited Guilford almost annually and has participated in several formal programs.

Sam Levering, representing Friends Committee on National Legislation and other Quaker interests, has often been on campus and on two occasions has taught courses at Guilford on world problems and peace.

Douglas Steere, educator and author, will spend two weeks on the Guilford campus in March of this academic year.

Such people supplement in a most useful and inspiring way the ongoing Quaker influences of Guilford's Quaker professors and staff members. It has recently been pointed out that never before in Guilford's history has the College had so many individuals on the faculty who are Quakers (thirty-seven at the present time), and never before has the basic Quaker range of interests and activities been so well represented on campus.

3. Guilford offers a course in Quakerism and also a graduate program in religion, designed particularly to help Quaker pastors and others prepare themselves for more effective service in the Yearly Meeting. In addition, Guilford's Department of Education sponsors a seminar for Quaker teachers and extends invitations annually to teachers of all southern Quaker schools.

4. Guilford College has in recent years notably expanded and improved the Quaker Collection in the library. Special grants in support of this collection have been sought and gained, and the collection has been carefully organized by Curator Dorothy Thorne. Guilford has the best collection of Quaker materials in the South, and it is extensively used for research purposes.

5. For the past three years Guilford has sent two faculty representatives to the Seminar on Friends Education held at Westtown School, Pennsylvania. This has been a very useful seminar and has included a broad range of Quaker educators.

   Under a program sponsored by the Friends Council on Education, Guilford students participating in an Off-Campus Seminar in the Philadelphia area have visited various Quaker schools as observers. This program was greatly appreciated by Guilford students, and another similar visit is scheduled for October of this year.

6. In order to maintain effective communication within the Yearly Meeting, John Pipkin, Guilford's Director of Yearly Meeting Relations, has met with a number of Monthly Meetings to discuss the College. In addition, Guilford has organized a Friends for Guilford program designed to advance understanding and support among Friends Meetings in North Carolina for Guilford College. It is our earnest hope that this organization can be a forum between the two groups where mutual concerns can be frankly discussed and patterns of cooperation planned.

Libraries

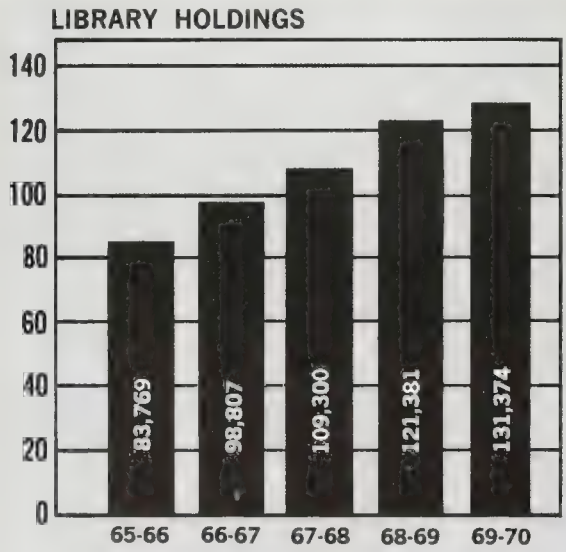
Growth and improvement of the libraries continued at a respectable pace, though the collections did not grow as rapidly as in previous years due to the fact that the budget was held constant in a period of increasing inflation.

During this year 11,812 volumes were added to the libraries, as compared with 13,287 for the previous year. At the same time 2,210 volumes were withdrawn in the continuing effort to maintain a collection of quality as opposed to mere quantity. Total holdings are now 131,374. The work of reclassification from the Dewey System to the Library of Congress System con-

tinued with a total of 6,102 items accomplished. This work was undertaken to create a greater accessibility for students and faculty members through the concentration of similar subject materials.

During the year a reappraisal of the periodicals collection was undertaken with the help of the entire faculty. As a result, dozens of titles will be dropped from the subscription list, thereby releasing funds for other more pertinent journals.

A new organization entitled Friends of the Guilford College Libraries was formed this year and contributed more than $4,000 in additional library support.



Total library holdings increased by 50% between 1965 and 1970. In 1969-70 the Main Campus Library contained 109,177 volumes and the Downtown Campus Library, 22,197 volumes.

Library budget: 1965-66—$45,000; 1969-70—$150,000.

Collection of Quaker materials the best in the South.

Library ranks eleventh in the state in total resources and eighth in the number of volumes per student (according to available 1968-69 figures).

The Guilford library continued its participation in the programs of the Greensboro Tri-College Consortium. During the year there was a mass exchange of books and materials to support the joint summer school held at Greensboro College, two members of the Guilford library were "loaned" for the summer school, a standardized identification and book charging system was established among the colleges, and a union list of periodicals was developed and distributed to every faculty member.

Guilford's Quaker Collection, under the direction of Dorothy Thorne, continued to operate with vigor. In addition to normal operations, two new projects are worthy of special mention. A sixteen-page brochure describing the Quaker Collection was published, and an oral history project was begun with the services of Algie Newlin, Professor Emeritus of History. Approximately 100 hours of oral interviews concerning Quaker history as it relates to Guilford College and the Society of Friends will be taped and made a permanent record.

Many contributions were made to the Quaker Collection last year. The largest and most comprehensive addition consisted of 1,750 papers, letters, and other materials of Levi Cox. These papers, dating chiefly from the 1850s to the early twentieth century, were given by Seth Macon, Guilford trustee and a great-grandson of Levi Cox.

Faculty

Eleven appointments to the faculty were made for the 1970-71 academic year:

Maritza Barnes Almeida, Assistant Professor of Spanish, (B.A. Southwest Missouri State College; M.A. in Spanish, University of Missouri; M.A. in English, University of Missouri; Ph.D. University of Missouri)

William Beidler, Associate Professor of Philosophy and Director of the Non-Western Studies Program, (B.S. University of California, Los Angeles; M.A. University of North Carolina at

"The commitment of the faculty to Guilford continues to remain strong, and the attrition rate of faculty continues to be remarkably low."

Chapel Hill; Ph.D. Osmania University, India)

Kenneth Kaufman, Instructor in Psychology, (B.S. Tulane University; Ph.D. candidate, University of North Carolina at Chapel Hill)

Doris Lauten, Assistant Professor of Sociology, (B.A. and Ph.D. University of North Carolina at Greensboro)

J. Richard May, Assistant Football Coach with the rank of Instructor, (B.A. and M.A. East Tennessee State University)

James McMillan, Professor of Art and Chairman of the Department of Art, (B.A. Howard University; M.F.A. Catholic University of America; Certificate Academie Julian, University of Paris, France; 45 graduate hours, Syracuse University)

James McNulty, Jr., Assistant Professor of Economics, (A.B. College of William and Mary; M.A. Northwestern University; Ph.D. candidate University of North Carolina at Chapel Hill)

Lenwood Smith, Instructor in Biology, (B.S. and M.S. North Carolina Central University)

Leslie Stokeley, Assistant Professor of Music, (B.A. Simpson College; M.F.A. University of Minnesota).

Returning from a leave of absence are William Fulcher, Assistant Professor of Biology, and John Rundell, Assistant Professor of Biology.

During the academic year 1969-70, the following members of the faculty were granted advanced degrees: James Gifford, Ph.D., Duke University; Richard Morton, Ph.D., University of Georgia; Maurice Raiford, Ph.D., Duke University; and Earl Redding, Ph.D., University of Miami.

Of Guilford's ninety-five faculty members who hold professorial ranks, forty-four hold the doctorate and eleven are advanced doctoral candidates. Two faculty members were promoted in rank: Paul E. Zopf, Jr., Dana Professor of Sociology, and Emily Huntley, Assistant Professor of Fine Arts.

Four faculty members were granted tenure: Lewis Aiken, Professor of Psychology; William Carroll, Professor of Political Science; George Gansz, Professor of Music; and Frances Norton, Professor of Psychology.

A large number of the Guilford College faculty participated in professional associations, and the following have had one or more articles published during the year: Lewis Aiken, Herbert Appenzeller, J. R. Boyd, Robert Bryden, James Gifford, John Grice, Andrew Gottschall, Cyril Harvey, Melvin Keiser, Kidd Lockard, Frances Norton, Maurice Raiford, Susan Schumacher, Katherine Sebo, Alexander Stoesen, and Gary Zimmerman.

Three Guilford professors had books published during the year: Lewis Aiken, *General Psychology: A Survey* (Chandler Press, 1969); Herbert Appenzeller, *From the Gym to the Jury* (Michie Co., 1970); and Paul Zopf, *Demography: Principles and Methods* (F. A. Davis, 1970) and co-author of *Principles of Inductive Rural Sociology* (F. A. Davis, 1970).

A number of Guilford faculty members presented papers at professional meetings and/or held offices in various professional groups. These include: Khamis Abdul-Magid, Lewis Aiken, Herbert Appenzeller, Annie Bell, Robert Bryden, Claude Cook, James Gifford, Jerry Godard, John Grice, Cyril Harvey, William Lanier, Harvey Ljung, Donald Millholland, J. Floyd Moore, and Katherine Sebo.

The Faculty Lecture Series continued for a second year and included the following emphases: Donald Deagon, "The Peace Theme in Drama;" John Stoneburner, "Congar's Doctrine of the Church;" Lewis Aiken, "Psychological Testing and Public Responsibility;" and Charles Carrow, "Algae and the Environment."

The Journal of Undergraduate Mathematics is worthy of special mention. This journal was founded in 1969 by J. R. Boyd, chairman of Guilford's Mathematics Department, to provide an outlet for significant undergraduate research in mathematics. Its circulation has grown rapidly, and the *Journal* is generally recognized as filling an important national need.

The commitment of the faculty to Guilford continues to remain strong, and the attrition rate of faculty con-

tinues to be remarkably low. This fact has had a marked influence on the stability of the College over a period of many years.

Recognized Needs

To continue the remarkable momentum of the College in recent years, Guilford must continue its effort to improve salaries and working conditions of faculty members. Faculty salaries are reasonably competitive at the present time, but we must maintain a constant concern in this important area.

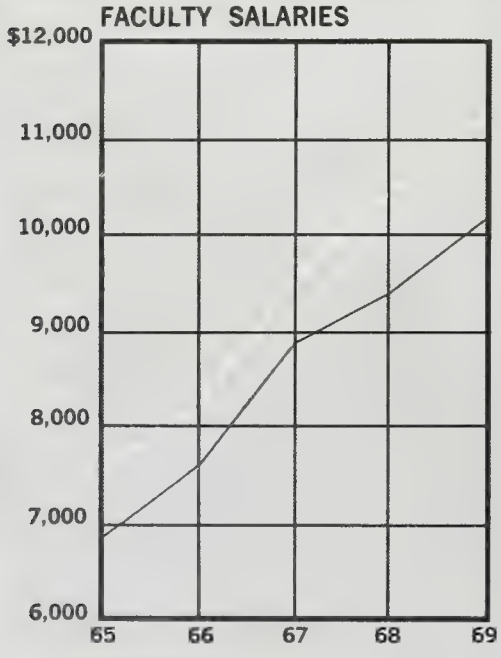
We recognize that additional secretarial services for faculty is needed. This situation was improved by the addition of a part-time secretary for the faculty this past year.

Although the College recognizes the great need for additional funds for faculty research and for a sabbatical leave program, little progress has been made to date. This is an important item in the CHALLENGE FOR THE 1970s development program.

The stipend for faculty expenses to professional meetings has been held constant for several years in spite of higher costs, and it must be revised upward in the near future.

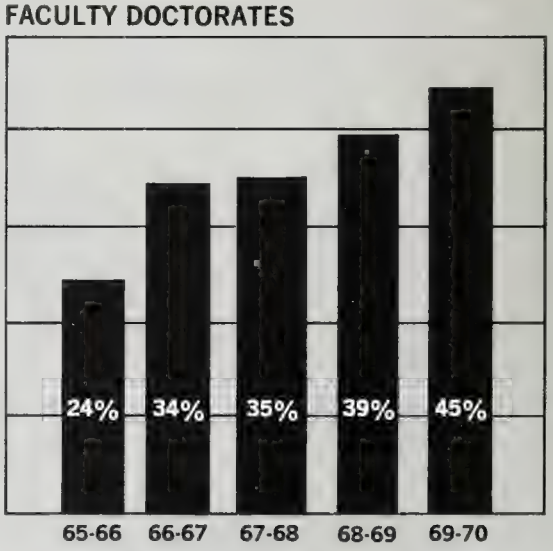
Department budgets have been held constant for the last two years, working increasing hardships on several departments. They should be revised upwards after this present academic year.

The telephone system should be expanded to facili-



Average Salary ■
Average Total Compensation
Faculty salaries increased 48% over the last five years.

	Average Salary	Average Total Compensation
65-66	$ 6,980	$ 7,605
66-67	7,539	8,194
67-68	8,847	9,621
68-69	9,341	10,367
69-70	10,094	11,221



The percentage of faculty holding the Ph.D. increased 90% over the five year period.

"Guilford must continue its effort to improve salaries and working conditions of faculty members. Faculty salaries are reasonably competitive at the present time. . . ."

tate communication on-campus. An enlarged telephone center should be installed from CHALLENGE funds.

Faculty Size

Guilford has a student-faculty ratio of slightly less than 14-to-1, the average at many fine liberal arts colleges. Many factors enter into making up this figure: the number of departments requiring professors, the student enrollment in each department, the number of courses to be taught in each department, etc. Some departments have low enrollments, such as physics, chemistry, and music, but offer important emphases in the overall curriculum, hence they must be staffed with sufficient personnel to teach the range of courses required for a major.

Extensive documentation of class enrollments has been prepared to clarify the nature of student demand in all academic departments. It appears that one solution for low enrollment areas might be for Guilford to further combine forces with Bennett and Greensboro Colleges in certain low enrollment areas, possibly having only one department among the three. In such a fashion we might both strengthen departments and reduce instructional costs.

Downtown Campus

Enrollment at the Downtown Campus for 1969-70 was up by more than 90 full-time equivalent students over the previous year, and the total enrollment averaged 730 students. The Department of Management continued to be the largest department at the Downtown Campus with an enrollment of 201 students.

Two new programs, an Associate of Arts in Business Education and a Law Enforcement Education Program, were started in the fall of 1969. The new Business Education program is designed to develop exceptionally well-trained executive secretaries. The Law Enforcement Program has been developed for police and other law enforcement personnel as well as for those who intend to enter the law enforcement field. A federal grant of $60,000 from the Department of Justice made it possible for Guilford College to institute the Law Enforcement Education Program. Ninety members of the Greensboro, High Point, and Winston-Salem Police Departments participated in the program on a part-time basis. Tuition and fees were paid by the $300 grants available to each attending law enforcement officer.

The Law Enforcement Program was developed around the regular College curriculum and leads either to a two-year Associate of Arts degree or a four-year baccalaureate degree in one of four areas: management, sociology, political science, or psychology. Further federal grants are expected to enable this program to continue.

Tri-College Consortium

During the past year cooperation has continued among the three Greensboro Tri-College Consortium members—Bennett, Greensboro, and Guilford Colleges.

Interchange of students continued to increase. During the academic year 131 students took 88 courses away from their home campus. An important factor in this increase has been improved inter-campus transportation, financed chiefly by a grant from the Southern Education Foundation.

Another important development was the increase of inter-faculty contact. Joint meetings of departmental personnel from the three faculties gave opportunities to explore possibilities for cooperation in providing broader educational programs for students of all three colleges.

A three-day workshop for dormitory counselors, financed by a grant under Title III of the Higher Education Act of 1965, was held during the summer. It dealt with such topics as residence halls as learning centers, program development, changing roles for residence hall counselors, and coed intervisitation.

The Danforth Foundation has made a grant of $1,500 to the Consortium to help retain consultants to assist in making organizational improvements. In addition, the Danforth Foundation granted the Consortium $15,000 to help defray the expenses of the present administration.

STUDENT LIFE

Student Involvement

In recent years there has been a growing concern within the Guilford community to involve students in deciding and enforcing social and personal regulations; in the evaluation and implementation of their educational experiences; and in local, national, and international political and social issues. We have been encouraged by the role students have played in these matters during the past year.

During the year the Women's Student Government made an effort to examine and evaluate alternative plans for establishing and enforcing curfew hours appropriate to women students at Guilford College. This included two surveys of the entire women student body which showed a marked preference for some system of self-regulating hours. A recommendation to this effect was submitted by the Women's Student Government. The College administration sought the opinion of parents of women students and also of a sampling of recent women graduates. This revealed overwhelming support for allowing this privilege to sophomore, junior, and senior women, so long as they had parental permission. This was approved by the Board of Trustees.

After extensive study of the structure of residence hall governance, dormitory rules, and enforcement procedures, the Student Legislature and Student Affairs Committee submitted a "Units of Living Proposal." This provides that, within the framework of general College rules, each dormitory be empowered to establish and enforce regulations pertaining to that dormitory. This was later approved by the College administration and the Board of Trustees on the condition that the regulations be submitted each year to the Administrative Council of the College with trustee representation. A policy on the use of alcoholic beverages was also approved which clearly outlines the position of the Society of Friends in the matter and strongly counsels against their use.

An important part of the considerations involved in accepting these proposals was the assurance which student leaders gave that students would accept the responsibility for effective control and enforcement. I have in the past been impressed with student follow-through in other areas where they have been willing to assume responsibility. Included here are such areas as Off-Campus Seminars, the College Union, manners of conducting orderly dissent, and most importantly, in the careful and time-consuming efforts to consider all aspects in approaching the matter of rule review and modification. It is my expectation that students will act responsibly in these matters as well.

Student efforts to improve their educational experiences have been less widely organized but significant. They were, developed primarily through meetings of student representatives with the Board of Trustees (one observer), the Board of Visitors, the Administrative Council, and all but one of Guilford's faculty committees. Students have helped to develop a more "academic" freshman orientation program; they assumed leadership in promoting and conducting off-campus seminars; the College Union initiated the "last lecture" series in which prominent faculty members expressed their deepest concerns; sophomore Richardson Fellows served as teaching assistants in the Man in the Twentieth Century course; and students have continued to express interest in evaluating their instruction.

During the past year there was considerable involvement of Guilford students in activities relating to the course of the Indochina war, environmental pollution, and racism in America. Such concerns are, of course, shared widely by students in colleges and universities all over America, though for many of the Guilford students these were unquestionably related to Quaker beliefs and practices. One should not overlook these lively concerns as an index of Guilford's Quaker influence and heritage. It is also clear that there is a definite relationship between the "problems" approach of Guilford's Man in the Twentieth Century course and the students' concern to relate their educational experiences toward improving the world in which they live. This is one indication that this new course is having

Please turn to page 30

Loyalty Fund Report

Guilford Annual Giving Program 1969-1970



Alumni Director's Remarks

For Alumni, Parents, and Friends:

After a year in which news from campuses across the country has been dominated by difficulties and tensions, it is encouraging to note that Guilford's annual Loyalty Fund is at an all-time high.

Your increasing contributions to the Loyalty Fund are evidence of your continuing faith in Guilford College. This kind of response in a critical time assures those closest to campus situations that they can approach their responsibilities in imaginative ways with the expectation that their efforts will be understood and respected.

There will be some remarkable developments at Guilford in the year ahead. The much-needed science addition to King Hall will be completed. Curriculum changes also will improve teacher work loads and provide more opportunities for independent study.

These few examples indicate that Guilford is still engaged in vital and exciting educational work which does not make front page headlines. With the heartening support that is reflected in this report, the innovation and leadership which have given this College its respected place in higher education will be sustained.

Sincerely,

William E. Benbow

William E. Benbow '67
Director of Alumni Affairs

Fourth Annual Loyalty Fund Final Report



Goal:	**$75,000**
Amount:	**$76,207**
Donors:	**1,329**
Participation:	**15.6%**
Average Gift:	**$57.34**

Four Years of Loyalty Fund Growth

	1966-67		1967-68		1968-69		1969-70	
	Donors	Amount	Donors	Amount	Donors	Amount	Donors	Amount
Alumni	732	$20,240.68	914	$31,533.50	940	$36,904.11	1,008	$42,976.91
Parents of Students	107	$ 2,227.50	119	$ 5,201.00	163	$ 7,245.00	191	$ 8,015.00
Faculty-Staff	58	$ 1,141.50	66	$ 2,745.21	66	$ 1,992.50	66	$ 2,724.00
Other Individuals	25	$ 994.67	22	$ 3,240.00	45	$ 5,014.05	54	$ 6,077.00
Corporations, Foundations, and Churches	17	$ 5,630.00	34	$12,815.13	36	$21,663.91+	31	$ 9,045.62
Totals	939*	$30,168.85*	1,121*	$52,044.38*	1,195*	$64,884.57*	1,329*	$76,207.41*

Average Gift	$32.12	$46.42	$54.30	$57.34
Alumni Average Gift	$27.65	$34.50	$39.25	$42.64
Overall Participation %	13.8 %	14.3 %	14.6 %	15.6 %
Alumni Participation %	13.1 %	14.6 %	14.3 %	14.7 %

* Totals minus cross-credits.
+Total includes nonrecurring gifts credited to 1968-69 Loyalty Fund.



Chairman's Report

As the 1969-70 Loyalty Fund year drew to a close, your Chairman watched with wonder and gratitude.

In taking on this program four years ago, we viewed the possibilities with keen anticipation. The Guilford barometer indicated "Fair Weather" and the fund-raising climate had been improving for several years. Little did we know that the paths would be so strewn with obstacles in the months to come.

The years since 1966 have presented a whole set of problems and strategies. The academic community, nationwide, flared into chaos caused by social unrest and impatience. Guilford has been sensitive to these reverberations. We could expect no less from our Alma Mater, for she has always emphasized the Quaker ideals of peace, active social concern, and the rights of the individual.

The inflation of 1970 forced student costs at Guilford up to nearly $2,500, still far short of the actual cost of educating each student. Along with inflation came a "recession"—meaning that loyal alumni, parents, and friends had to dig deeper into their pockets for their contributions. This put new pressure on the College; however, we were able to meet the challenge with your help.

Our successes are here for you to see. The testimony is clear that alumni and friends are convinced that Guilford still leads the way and the response has been enthusiastic. We have achieved new highs in total money raised, in the number of contributors, and in the size of the average gift.

These accomplishments have been rightfully recognized by the American Alumni Council which recently awarded the Guilford College Alumni Association an improvement citation. Guilford was one of five winners selected from the 1,550 member institutions of the AAC for the 1970 award.

My heart-felt thanks, then, to all of you. You have proven what I believed from the start: that your devotion to Guilford includes understanding and generosity. Guilford and the world will be the better for your willingness to demonstrate this faith.

Herbert T. Ragan '37
1969-70 Loyalty Fund Chairman

Loyalty Fund Gifts by Alumni

Class	Agent	Roll	Donors	Class Participation %	Average Gift	Amount
50 Year Group	J. Yates & Yow	478	87	18%	$ 31.99	$2,781.50
1920 Reunion Class	Coble	28	15	54	66.66	1,000.00
1921	Newlin	26	9	35	35.55	320.00
1922	E. Yates	30	12	40	37.70	452.50
1923	Andrews	37	12	32	55.42	665.00
1924	Harris	40	15	37	42.00	630.00
1925	Crutchfield	46	14	30	50.36	705.00
1926	Macon	44	19	43	126.84	2,410.00
1927	R. Thomas	57	12	21	17.08	205.00
1928	Cox	75	16	21	57.19	915.00
1929	Benton	87	25	29	43.10	1,077.50
1930	Cheek	66	10	15	26.50	265.00
1931	Blackwelder	72	20	28	27.38	547.50
1932	Ginn	68	9	13	40.55	365.00
1933	Kirby	79	23	29	53.36	1,227.50
1934	Jones	68	11	16	85.39	939.34
1935	G. Parker	72	16	22	54.97	879.50
1936	Meibohm	71	10	14	18.20	182.00
1937	McMichael	115	25	22	116.95	2,923.75
1938	Seifert	84	16	19	37.27	596.25
1939	Perian	85	18	21	29.17	525.00
1940	Hendricks	81	17	21	25.00	425.00
1941	Stamper & Mills	92	26	28	26.15	680.00
1942	Rawlins	100	20	20	51.65	1,033.00
1943	Rohr	94	19	20	25.89	492.00
1944	Davis	93	21	23	36.90	775.00
1945 Reunion Class	D. Thomas	74	12	16	31.85	382.25
1946	Slocum	73	14	19	40.36	565.00
1947	Jernigan	57	11	19	48.18	530.00
1948	Orvis	100	26	26	47.14	1,225.82
1949	Kennedy	159	26	16	31.73	825.00
1950	Fowler	181	28	15	36.78	1,030.00
1951	Ratledge	151	20	13	22.25	445.00
1952	Tyson	143	18	13	25.56	460.00
1953	W. Yates	140	13	9	25.38	330.00
1954	Royal & Downing	111	15	14	15.13	227.00
1955	Albright	103	11	11	48.18	530.00
1956	Brown & Parks	147	15	10	32.83	492.50
1957	Walker & Ballus	139	11	8	36.82	405.00
1958	Conner & Wallace	161	13	8	23.08	300.00
1959	Edwards & J. Parker	200	14	7	15.32	214.50
1960 Reunion Class	Bryan	167	19	11	263.16	5,000.00
1961	O'Briant & McKee	196	19	10	28.21	536.00
1962	Cardwell & Najarian	194	19	10	17.63	335.00
1963	Milner & Braxton	208	35	35	29.14	1,020.00
1964	Gregory & Raiford	222	31	14	20.50	635.50
1965	D. Dobbins & Stephenson	255	23	9	23.59	542.50
1966	Benbow & W. Dobbins	327	32	10	19.23	615.50
1967	Sexton & Stanfield	321	26	8	40.82	1,061.50
1968	Kauffman & Trodgen	398	26	7	13.40	348.50
1969	Smith & Kyle	435	34	8	55.95	1,902.50
Total Alumni		6,850	1,008	14.71%	$ 42.64	$42,976.91
Parents of Students			191			8,015.00
Faculty - Staff			66*			2,724.00*
Friends Meetings			9			11,013.88
Other Individuals			54*			6,077.00*
Foundations & Corporations			31*			9,045.62*
TOTALS			1,329+	15.6 %	$ 57.34	$76,207.41+

* Cross-credits are included in subtotals.
+Totals minus cross-credits.

List of Contributors

An Honor Roll is often associated with past deeds. It is appropriate, then, to consider this list of contributors as an Honor Roll because of what each person named has done for Guilford. Perhaps what lends even greater importance to an Honor Roll, however, is the future made possible by past deeds. Through their consistent and increasing support, the alumni, parents, and friends listed here are helping to broaden horizons in education. Guilford is grateful to them and welcomes the opportunity to add their names to the Honor Roll of past generations who have made Guilford a leader among colleges. (*represents four consecutive years of participation in the Loyalty Fund; (d) indicates those who have deceased since making their contributions)

50 YEAR GROUP

James Fuller Yates '16 and
Ralph J. Yow '19, Co-Chairmen
No. in Classes: 478
Contributors: 87 (18%)
Amount: $2,781.50

Bertha Fox Ballinger '18
J. Wade Barber '14
Hattie McConnell Bradford '19
Joseph H. Brendall '17
Bertha Peele Brown '06
Lillie Bulla '11
David H. Couch '06
Irvin N. Cox '07
May Riddick Cox '04
J. Beatrice Crouch '18
Lillie Pugh Curtis '14
Joseph H. Cutchin '10
Rufus W. Dalton '14
*Clara L. Davis '13
*Laura E. Davis '16
*Parl S. Davis '11
*Blanche Dixon '15
Annie Benbow Edgerton '13
Paul C. Edgerton '13
Alma T. Edwards '07
Ada M. Field '98
*Thomas D. Fox '09
Louetta Knight Gilbert '15
Ruth Coble Gilmore '17
Tecy Beaman Griffin '13
Sara Richardson Haworth '17
Rosa Case Highfill '06
Ira G. Hinshaw '18
Harriet Crutchfield Hood '17
Herbert Howard '11
Toten Moton Honeycutt '18
Hope Hubbard '17
David Allen Huffines '11
Bernard T. Hurley '10
David H. Jackson '18
Harris G. Johnson '14
Stacie Williard Johnson '17
James Samuel Knight '14
Oliver N. Knight, '10
Gertrude Hobbs Korner '19
Benjamin J. Lindley '16
Carolyn Yates Lindley '16
Silas Jerome Lindley '14
Charles C. Loughlin '06
E. H. McBane '14
Pearl Younts McBane '14
Amanda Richardson Mattocks '09
Elsie White Mendenhall '08
Mary Mendenhall '13
*J. Warren Mitchell, Sr. '18
Fred H. Morris '16
Tom Morton '18
Cleta Patterson Murray '15
*Maude Culler Murray '15
Nannie E. Payne '18
*Matthew White Perry '14
Herman N. Pickett, Sr. '19
Thomas A. Price '17
Baxter K. Richardson '13
Helen East Richardson '14
*C. Gurney Robertson '13
*Herbert S. Sawyer '12
*Kate Langston Schoonover '07
*Mary I. Shamburger '17
*Blanche Futrell Short '14
*A. Jones Smith '18
Agnes Clegg Smith '18
*Henry W. Smith '12
*Raymond A. Smith '18
Samuel Smith '18
Charles C. Smithdeal '11
Donald M. Stafford '11
Annie B. Stratford '11
Lyndon E. Stuart '17
*Pearl Lindley Sykes '01
Gertrude Barbee Taylor '06
*Hazel Armstrong Valentine '17
*Itimous T. Valentine '17 (d)
A. Earl Weatherly '16
Sallie Raiford Wetherald '08
Floy Lassiter Wheeler '16
Lyman B. Whitaker '11
Isaac C. White '10
*Margaret Davis Winslow '09
*James F. Yates '16
Ralph J. Yow '19
*Alpheus F. Zachary '12

1920

50th Anniversary Class

Anna Henley Coble, Chairman
No. in Class: 28
Contributors: 15 (54%)
Amount: $1,000.00

*Mary Coble Barnes
Leslie Howard Barrett
D. D. Shields Cameron
*Luby R. Casey
Elsie May Clegg
*Anna Henley Coble
Vera McBane Farrell
Frances Moore Herring
Dorothy Hubbard Kearns
Richard A. Lineberry
L. Wendell McCracken
*Verna Stone Mendenhall
*Alma Chilton Moore
*Hugh W. Moore
Vanner E. Neece

1921

Algie I. Newlin, Chairman
No. in Class: 26
Contributors: 9 (35%)
Amount: $320.00

*Florence Martin Casey
Grace Stone Cox
Myrtle R. Cox
*Loula Blanche Farlow
Edward L. Hollady
Ada McCracken Hunter
*Algie I. Newlin
Berry Lee White
*Marjorie Williams

1922

Elizabeth W. Yates, Chairman
No. in Class: 30
Contributors: 12 (40%)
Amount: $452.50

Esther White Edes
Isabel Pancoast Goode
J. Phal Hodgin
*Marianna White Johnson
*Ruth Outland Maris
*William Lee Rudd
Annie Brown White
*Eurie Teague Whitley
Lyle L. Williams
Paul W. Winchester
Beulah Jessup Windle
Elizabeth Winslow Yates

1923

Alta Rush Andrews, Chairman
No. in Class: 37
Contributors: 12 (32%)
Amount: $665.00

*Alta Rush Andrews
Vera Farlow Barker
*Helen Worth Bostick
*William Thomas Cox
Josephine Mock Crews
Zenobia Bagwell Henderson
*Ruth Reynolds Hockett
*Lois M. Rabey
*Nell Carroll Raiford
*Alma Taylor Robertson
*Clementine Raiford Strowd
*William Dabney White

1924

Sam P. Harris, Chairman
No. in Class: 40
Contributors: 15 (38%)
Amount: $630.00

*W. W. Blair
Ruth Ragsdale Burton
Virginia Osborne Chase
*Samuel P. Harris
Marie Beaman Holmes
Alfred C. Lindley
Thad H. Mackie
*Hershal L. Macon
*Hazel Richardson Murrow
*Gertrude Bundy Schiebout
Henry B. Shore
*Marvin H. Shore
George C. Shutt, Jr.
Isla Willis Styer
Pearl Perry Williamson

1925

Frank L. Crutchfield, Chairman
No. in Class: 46
Contributors: 14 (30%)
Amount: $705.00

*Jesse F. Casey
*Katie Lambeth Cotten
Ethel Watkins Crutchfield
Frank L. Crutchfield
James M. Diffee, Jr.
Gladys Futrell Gainey
Alice Ione Lowe
*John O. Reynolds
Nida Blalock Shore
Margaret Levering Stubbs
*Annabel Thompson
*Ghita H. Tuttle
*Ruth Levering White
*V. R. White

1926

Lalah Cox Macon, Chairman
No. in Class: 44
Contributors: 19 (43%)
Amount: $2,410.00

*Beulah O. Allen
D. Williard Allen
Alice Thompson Allred
*Edwin P. Brown
*Mildred Townsend Casey
John Finch Cude
Lila Stevens Fagan
Hazel Coltrane Hancock
*Geneva Highfill
*Lalah Cox Macon
Katherine Shields Melvin
*Margaret Townsend Moore
*Sallie Pearson Moore

*Cordia Thompson Murdoch
Kenneth E. Neese
Lalah Hassell Purvis
B. Sparger Robertson
*Viola E. Tuttle
L. Elton Warrick

1927

Raymond G. Thomas, Chairman
No. in Class: 57
Contributors: 12 (21%)
Amount: $205.00

Louise White Andrew
*Margaret Ailene Beeson
*Isabel Cox Cude
William T. Doub
*Julia Wolff Ebert
*Raymond E. Ebert
*Maie Hollady Hurlburt
Delphia O. Smith
James E. Thigpen
*Raymond G. Thomas
*Thomas A. Watson
*Sidney A. Winslow

1928

Sudie D. Cox, Chairman
No. in Class: 75
Contributors: 16 (21%)
Amount: $915.00

James Roscoe Adams
Lois Atkinson Antonakos
*Ethel Richardson Cheek
Christina Robertson Christian
*Joseph J. Cox
*Sudie D. Cox
*Byron Haworth
Ellwood W. Parker
*Floyd C. Pate
Nell Stinson Rea
*J. Paul Reynolds
Walter L. Robertson
*Howard V. Trivette
*Annie E. Wagoner
*Ruth Horney Watson
Charles S. Weir

1929

M. Scot Benton, Chairman
No. in Class: 87
Contributors: 25 (29%)
Amount: $1,077.50

*M. Scot Benton
*Claudia Neal Brame
Bernice Henley Brown
Walter J. Brown, Jr.
Charles S. Coble
*Virginia Ragsdale Cox
Mildred Carroll Cromer
Frazier M. Edwards
Frances Osborne Gust
*Leah Hammond
*Myray Gamble Hodgin
William A. Hunt
*Josephine Paul Irvin
Hallie Simmons Mabe
Reginald S. Marshall
*Kathryn Owen Mays
Samuel B. Nuzie
*Elizabeth Levering Ott
*A. Scott Parker, Jr.
Winnie Davis Potts
Edwin H. Rozell
*Wilmer L. Steele
Clare Andrew Trueblood
Richard G. Wharton
Thelma Pfaff Williams

1930

Lucy Finch Cheek, Chairman
No. in Class: 66
Contributors: 10 (15%)
Amount: $265.00

*Eunice Lindley Beason
Viola Garner Billings
Lucy Finch Cheek
Catherine Cox Chew
*Mary Ellen Lassiter
Leslie M. Murphy
Annie Kate Neal
*Wilbur A. Sherrill
Robert Van Der Voort
Herman R. White

1931

Blanch Stafford Blackwelder, Chairman
No. in Class: 72
Contributors: 20 (28%)
Amount: $547.50

Bunyan H. Andrew (d)
*J. Granville Alley
Charles M. Ayers
*Marshall H. Barney
*Blanche Stafford Blackwelder
*Howard L. Cannon
Thomas J. Cheek
Mary Lee Dillon
Elma Fawcett
Martha Armfield Gates
Gertrude Hinshaw Herbert
Curtis I. Jackson
Isabella Jinnette
Ollie McBane
*Elbert D. Newlin
Weldon E. Reece
*Ernest M. Scarboro
Allen H. Stafford
*Mary Reynolds Starbuck
*Esther Lindley Wellons

1932

Rose Pipkin Ginn, Chairman
No. in Class: 68
Contributors: 9 (13%)
Amount: $365.00

*William L. Beamon
*Wilbert L. Braxton
*Jean D. Cochran
*Elizabeth G. Parker
Josephine Kimrey Scott
*Edith Trivette
Blanche Silver Tucker
*Allen J. White
Robert W. Wildman

1933

Lillian Holder Kirby, Chairman
No. in Class: 79
Contributors: 23 (29%)
Amount: $1,227.50

*Aliene Thompson Alley
*Mary Cannon Dickerson
*Jewell Conrad Edgerton
*Junius K. Farlow
*Eleanor Blair Floyd
*Mary Camp Gardner
Emily Hinshaw Gray
*George P. Greene
George C. Hardin
A. William Hire
Lillian Holder Kirby
*Melvin H. Lynn
Elizabeth Clegg Newlin
Harvey R. Newlin (d)
*David H. Parsons, Jr.
Morgan Raiford
Myrtle Cockman Rice
Helen Johnson Strader
Harlan B. Stout
Ethel Swain Teague
Frances Carter Tonge
*Harry A. Wellons
*William W. Woody

1934

Nelson H. Jones, Chairman
No. in Class: 68
Contributors: 11 (16%)
Amount: $939.34

*Warren B. Bezanson
Carson Cox
*William B. Edgerton
Mildred Burton Hussey
*Nelson H. Jones
W. Talmage Lewis
*Elizabeth Alexander MacKenzie
Leroy B. Miller, Jr.
*George A. Silver
*John Hugh Williams
R. Jack Wimbish

1935

George C. Parker, Chairman
No. in Class: 72
Contributors: 16 (22%)
Amount: $879.50

*Harry G. Brown
Jesse Lee Finch
Dorothy Sturdivant McAdams
Willie Lou McGee
*Charles A MacKenzie
Mildred Marlette
*George C. Parker
*Theodore Pollock
Myrtle Gates Rice
*Felsie K. Riddle
Howard D. Roach
*H. Fred Rudisill
*Orpha Newlin Seifert
*Edward Shaen
*Rose McGinnis Wilkerson
*Joseph F. Woodard

1936

Edgar P. H. Meibohm, Chairman
No. in Class: 71
Contributors: 10 (14%)
Amount: $182.00
William D. Coble
Mary Alma Coltrane
Phillip L. Green
Helen Stilson Hardin
Virginia Neece Hewitt
*Edgar P. H. Meibohm
William M. Pittendreigh
William P. Price
Mary K. Weber
*Alice Conrad Williams

1937

Dorothy Ragsdale McMichael, Chairman
No. in Class: 115
Contributors: 25 (22%)
Amount: $2,923.75

Richard H. Archer
*Edward P. Benbow, Jr.
*Jane Clegg Bradley
Bruce Bernard Cantrell
William T. Capella
*C. B. Clodfelter
Ruth Newlin Coble
*Dorothy Gardyne Dimmock
Ben F. Fortune
Lonnie Hugh Gray
Donald C. Harvey
Annie Pegram Higgins
D. Rayborn Higgins
*Clarence H. Hill
*Betsy Bulla King
James W. Lovings
Dorothy Ragsdale McMichael
John V. McNairy
Mary Allen Mann
*Elinor Webster Merritt
*Elizabeth Gilliam Parker
J. Roberts Poole
*Herbert T. Ragan
*Clewell R. Surratt
J. Setzer Weston

1938

Allen R. Seifert, Chairman
No. in Class: 84
Contributors: 16 (19%)
Amount: $596.25

Milton H. Anderson, Jr.
Norman B. Boyles
Ruth Hopkins Cohn
James C. Cornette, Jr.
*Beatrice Rohr Draudt
Earle F. Maloney, Jr.
William S. Mathis
Charles M. Mendenhall
Floyd A. New
Sarah Stephens Primerano
*Floyd E. Rees
Robert L. Roche
Keitt Sawyer
*Allen R. Seifert
*Ralph R. Spillman
Betty Trotter Wagoner

1939

Eunice Holloman Perian, Chairman
No. in Class: 85
Contributors: 18 (21%)

Amount: $525.00

Mary Blouch Alexander
Catherine Beittel Boyles
Paul B. Chambers, Jr.
*Frank B. Fondren, Jr.
Mildred Burton Hussey
Margaret Mostrom Kenyon
*Miriam G. MacAllister
*Howard F. Maness
Alvin W. Meibohm
J. Floyd Moore
Mildred Coble O'Connell
*Cora Worth Parsons
Eunice Holloman Perian
John Perian
Doris Bland Sawyer
*William F. Van Hoy, Jr.
Emily Cleaver Williams
Howard B. Yow

1940

James R. Hendricks, Chairman
No. in Class: 81
Contributors: 17 (21%)
Amount: $425.00

*Malcolm U. Alexander
James E. Case
W. Ralph Deaton, Jr.
*J. Wilbert Edgerton
*Marianna Dow Edgerton
*Mary Ellen Gibbs
James R. Hendricks
Burton S. Hill
Jonaleen Hodgin Jacobsen
Kathleen Leslie Latham
*Seth C. Macon
*Wilson W. Mitchell
*Irene Andrews Newlin
*Howard A. Petrea
Melissa P. Powell
*Annie Powell Ryan
Americus H. Woodward II

1941

Elizabeth Robertson Stamper and Dr. Theodore Mills, Co-Chairmen
No. in Class: 92
Contributors: 26 (28%)
Amount: $680.00

Mary Binford Bailey
*Grace Beittel Barrickman
*Edna Edgerton Brinson
Jennie Stout Case
Virginia Hill Cornwell
W. Hughes Davis
Clifford L. Emmons
Charlotte Lewis Gage
Anna Shultz Gottlieb
J. William Grice
J. Isaac Harris
Brayton M. Heath
George R. Latham, Jr.
John W. Lipscomb
Josephine Swift Lord
Julia Fussler Lunsford
Mary Ruth Kimrey McKinney
*Hazel Monsees Macon
*Margaret Morton March
*Theodore M. Mills
*Harrison Nace
David R. Parker, Jr.
*Christine Wheeler Peters
Patricia Hopkins Robins
Elizabeth Robertson Stamper
*Margaret E. Stancil

1942

Stokes S. Rawlins, Jr., Chairman
No. in Class: 100
Contributors: 20 (20%)
Amount: $1,033.00

Hazel Sharp Barbour
William L. Caudle, Jr.
Elois Mitchell Chatham
Mamie Lee Andrew Foust
E. J. Gehrke
Marie Grumbrecht
Phyllis Meadows Hojem
*Margaret Jones Kelso
Charles W. Lewis, Jr.
Joseph H. Lindley
Lawrence A. Menghetti
Louise Thomas Miller
Colin P. Osborne, Jr.
Mary Caulfield Parker
Walter C. Patzig
Paul C. Pearson, Jr.
Elfried Pennekamp
*Dorothy Teague Pollet
*Stokes S. Rawlins, Jr.
Frederick H. Taylor
Nancy Oliver Young

1943

Robert C. Rohr, Chairman
No. in Class: 94
Contributors: 19 (20%)
Amount: $492.00

*George W. Bunce
*Virginia Pope Campbell
*Paul B. Cobb
Thelma C. Edwards
Fleta Hohn Kirkman
Roy E. Leake, Jr.
Maria Jeffre Martinroe
*Ruth Weisgerber Maynard
*Stuart T. Maynard
Shirley Cummings Moyer
Ruth Lockwood Peaser
*Thomas W. Phillips, Jr.
Hilda Henley Prefontaine
*Robert C. Rohr
Corinne Field Stutts
John C. Tate, Jr.
Sadie White Taylor
*Claus Victorius
*Rosemary Nunn Whatley

1944

Carolyn Prout Davis, Chairman
No. in Class: 93
Contributors: 21 (23%)
Amount: $775.00

*Henry L. Ausband
*Ruth Bab
*Gerda Ungar Blau
Shirley Ware Brunkhardt
William R. Crowder
*Carolyn Prout Davis
Patricia Lockwood Eichman
Phillip Hurwitz
Ruth Edgerton Long
Charles G. Monnett, Jr.
Talmadge M. Neece
*Robert F. Neese
Charlotte Speare Pearson
Senta Amon Raizen
*Hazel Key Schoonmaker
*Elizabeth Bailey Scott
Nancy Sharp Smith
David O. Stanfield
A. Raymond Tannenbaum
Shirley Marshall Tate
Richard W. Taylor

1945

25th Anniversary Class
Dean K. Thomas, Chairman
No. in Class: 74
Contributors: 12 (16%)
Amount: $382.25

*Nancy Nunn Beauchamp
Virginia Chapin Freeman
Stacy N. Kirkman
*Dorothy Peele Kramme
Maxine Ray Lane
*James C. Lehr
Louise White Newman
Hazel Bradshaw Railey
Julia Nelson Rainey
Virginia Ashcraft Sherrill
*Bernard F. Weissman
*Ann Edgerton Whitley

1946

Christine Stanfield Slocum, Chairman
No. in Class: 73
Contributors: 14 (19%)
Amount: $565.00

Henry Brickell
Mabeth Raiford Brown
*Malcolm P. Crooks
Martha Ann Robinson Farquhar
Gaither C. Frye
Helen Stabler Grinstead
*Alice Ekeroth Rohr
Oscar L. Sapp III
Richard Lewis Schaffer
Norman Shaen
*Christine Stanfield Slocum
Fukiko Takano
Peggy Taylor Underwood
Donald R. Werntz

1947

Paul Jernigan, Chairman
No. in Class: 57
Contributors: 11 (19%)
Amount: $530.00

*Beatrice Carmien Collins
Mary Frances Chilton Gamble
*John R. Haworth
*Grimsley T. Hobbs
Charles W. Jennings
*Elizabeth Hare Lasley
*Joseph W. Lasley
*Roxie Roberson Leonard
*Juanita Young Ordahl
Helen Lewis Stanfield
E. Clark Wilson

1948

Dr. Harold H. Orvis, Chairman
No. in Class: 100
Contributors: 26 (26%)
Amount: $1,225.82

James F. Andrew
Jack Arzonico
*Rachel Thomas Benfey
Adrian Brodeur
Mildred Ridge Brodeur
David H. Brown, Jr.
Jeanne Van Leer Campbell
William E. Cavan
*George L. Clodfelter
William P. Danenburg
*Ethel Gearren Gold
David M. Hadley
*Lois Ann Hunkele Hobbs
Mark Josel
*Irie Leonard
Lena Mae Adams McCraw
Billie Roberts Miller
*Harold H. Orvis, Jr.
Betty Thompson Pollock
Henry Pollock
*Raymond A. Price
Albert F. Rusack, Jr.
Herbert J. Schoellkopf, Jr.
Ina Rollins Sims
Nancy Osborne Stebbins
Leonard Twinem, Jr.

1949

Sol B. Kennedy, Jr., Chairman
No. in Class: 159
Contributors: 26 (16%)
Amount: $825.00

G. Howard Allred
Hoyle T. Allred
*Charles F. Carroll, Jr.
*Jane Wallace Dudlik
*Carl O. Erickson
Phyllis Stevens George
William R. George
Joan Folger Hanson
*John J. Hanzel
Sarah Farlow Hines
Nancy Reece Holt
*Sol B. Kennedy, Jr.
June Lewis Leak
Cassie Williams Mackie
James P. Patton, Jr.
Carter I. Pike
Mary Branson Pike
C. Russell Poore
Geraldine Holler Putnam
Floyd A. Reynolds
Aileen Belton Schoellkopf
Thelma Morse Smith
Jeanne Kelly Swift
*William C. Talley
Eldora Haworth Terrell
T. Eugene Terrell

1950

Robert H. Fowler, Chairman
No. in Class: 181
Contributors: 28 (15%)
Amount: $1,030.00

The Leading Classes

In Class Participation		*In Amount Contributed*		*In Number of Donors*	
'20 (Anna H. Coble)	54%	'60 (Joseph Bryan)	$5,000.00	50 Yr. Group (James Yates & Ralph Yow)	87
'26 (Lalah C. Macon)	43%	'37 (Dorothy R. McMichael)	2,923.75	'63 (Charles Milner & Howard Braxton)	35
'22 (Elizabeth W. Yates)	40%	50 Yr. Group (James Yates & Ralph Yow)	2,781.50	'69 (Lynn C. Smith & Penelope W. Kyle)	34
'24 (Sam Harris)	38%	'26 (Lalah C. Macon)	2,410.00	'64 (Daniel Gregory & Carolyn K. Raiford)	31
'21 (Algie Newlin)	35%	'69 (Lynn C. Smith & Penelope W. Kyle)	1,902.50	'50 (Robert Fowler)	28

★★★

Edward H. Alexander
Chizu Watanabe Ase
James T. Benjamin, Jr.
Ann Young Busher
Malcolm O. Campbell
John A. Clark, Jr.
Douglas P. Dettor
S. Gerald Duckor
Robert H. Fowler
Clifford L. Goodman, Jr.
Richard O. Hanson
Jimmie C. Hines
Stacy H. Hockett, Jr.
Thomas F. Holt
Howard C. Jarrell
J. I. Jessup, Jr.
Joseph T. Keiger
Numa E. Knight, Jr.
C. W. McCraw
Esther Lowe Phillips
Mary Jane Sweeten Portewig
James H. Ray
*Eleanor Corneilson Rice
J. Reginald Roberts
John C. Rush
Clifford E. Tyson, Jr.
*A. Don Wolff
*Winslow Womack

1951

Hayes O. Ratledge, Chairman
No. in Class: 151
Contributors: 20 (13%)
Amount: $445.00

John H. Boles
Byron M. Branson
Edward A. Brown
*Audrey Smith Duncan
Thomas W. Evaul
Beverly Utley Fowler
*Willis Fussell, Jr.
*Joseph P. Gamble
R. M. Garner, Jr.
*Clayborne B. Hall III
Anne Coble Hardin
Martha Shearon Hirschi
Joseph M. Leak
*Jean E. Kirkman
A. William McDonald
Nina Craft McDuffie
*Hayes O. Ratledge
*Nancy McGuire Ratledge
*Gene Peace Semmler
Edward C. Stannard

1952

Aaron G. Tyson, Chairman
No. in Class: 143
Contributors: 18 (13%)
Amount: $460.00

Abner Alexander
*Dorothy Demos Daye
Donald V. Dunlap
Judith Mower Goodman
Billy B. Harris
*Charles T. Justin
Lee B. Kennett
Anita Hollis Laughlin
Neville Ann Long
Samuel J. Lynch
*Joyce Fulk Midkiff
*William F. Midkiff, Jr.
*Henry C. Semmler
William L. Serog
*S. Clement Swisher
Aaron G. Tyson
William S. Ward
Charles A. Whitcomb

1953

William L. Yates, Chairman
No. in Class: 140
Contributors: 13 (9%)
Amount: $330.00

Ola Mae Gregson Brown
David A. Campbell
J. Howard Coble
Leon Jonas, Jr.
Jennie Chu Lee
*William H. Madara
James D. Pratt
Karl J. Reinhardt
John R. Shore
Mary Ruth Van Hoy
Betty Pratt White
Marilyn Linhart Wilson
*William L. Yates

1954

Barbara Money Royal and Mabel Benedict Downing, Co-Chairmen
No. in Class: 111
Contributors: 15 (14%)
Amount: $227.00

Yasuko Maekawa Adams
*Charles S. Austin III
Ann Bailey Dancy
*Hugh S. Downing
Mabel Benedict Downing
Edward Finch
Margaret Workman Harris
Chase W. Lassiter
James R. Lomax
*Janis Davis Madara
*Jean Patterson Mann
Barbara Money Royal
Norma Stetzel Shore
Janet Sumner Thompson
Leslie E. Warrick, Jr.

1955

Fred P. Albright, Jr., Chairman
No. in Class: 103
Contributors: 11 (11%)
Amount: $530.00

Fred P. Albright, Jr.
in memory of W. E. Ballinger
*Raymond E. Chalkley
Rachel Grogan Cheek
Fred G. Crumpler
Margaret Darrow
Vannie E. Gray
Joyce Pate Herring
*John D. Lambeth
Arnold F. Leary
Beverly Broome Leary
Trilby Tucker Wall

1956

Edwin P. Brown, Jr. and Dr. Eldon H. Parks, Co-Chairmen
No. in Class: 147
Contributors: 15 (10%)
Amount: $492.50

*Beverly Smith Austin
Robert A. Blaylock
*Edwin P. Brown, Jr.
*Margaret White Chalkley
Franklin H. Davis
*Royce R. Garrett
*H. Curt Hege
Alfred R. Himmelrich, Jr.
W. Frank Laraway, Jr.
Vernette Arbieter McFarland
*Eldon H. Parks
Jerry Payseur
Leo Rogon
Charles H. Trafford
Wako Yokoyama

1957

Dr. Joseph E. Walker and Gus Ballus, Co-Chairmen
No. in Class: 139
Contributors: 11 (8%)
Amount: $405.00

Ann Thomas Echols
Grady D. Edwards
Howard H. Haworth
*Patricia Shields Hege
*Wenda Hodgin Kirkman
Henry A. Mitchell, Jr.
James N. Palmer
*Marion A. Pringle
A. Lincoln Sherk III
*James E. Thompson
*Joseph E. Walker

1958

Kurt Conner and William B. Wallace, Co-Chairmen
No. in Class: 161
Contributors: 13 (8%)
Amount: $300.00

James H. Askins
Charles H. Atkinson
Dale D. Embich
*Ann Harper Mauger
Robert A. Newton
Morris S. Perry
*Stephane F. Turner
Nicole Schreiner Vogel
Anne Rollins Watson
Dale L. Watson
Imogene Poole Watterson
Phillip L. Welch

1959

Robert W. Edwards and Jo Ann

Hundley Parker, Co-Chairmen
No. in Class: 200
Contributors: 14 (7%)
Amount: $214.50

William H. Crofton
*Robert W. Edwards
*David H. S. Hardin
*Mary Shropshire Hardin
Becke Blackwell Jones
Robert L. McFarland
Jo Ann Hundley Parker
Shirley Rice
Richard O. Ringewald
Glenn A. Snow
*Emily L. Stafford
Robert H. Stanger
*Frances H. Webb
John L. York, Jr.

1960

10th Anniversary Class
Joseph McKinley Bryan, Jr., Chairman
No. in Class: 167
Contributors: 19 (11%)
Amount: $5,000.00

O. Gordon Brewer
Joseph M. Bryan, Jr.
*Jo Ann Cook Cecil
Rasma Frisbergs Duffy
*W. Groome Fulton, Jr.
Sara Robertson Helton
Paul Douglas Kerr
*Barbara Jo Lineberger
Martha Sharp McFarland
Earl V. McNeal
Kaye Burton Merritt
*Thomas L. O'Briant
O. Lester Parker
Marion L. Priddy
Robert N. Randolph
Betty Chilton Rierson
Andrea Rogin Stranger
James F. Watterson
*Robert F. Winsor

1961

Lillian O'Briant and Robert L. McKee, III, Co-Chairmen
No. in Class: 196
Contributors: 19 (10%)
Amount: $536.00

Charles W. Breeden
Gail Olt Brewer
Charles M. Clark
*Douglas P. Connor
J. Warren Corderman
Elizabeth Heritage Farquhar
Jane Allen Gaston
Dale K. Hall
Miriam Almaguer Leiva
Carolyn Nimitz McPherson
*Richard B. Marks
*Lillian Burrow O'Briant
Maurice T. Raiford
William F. Rierson, Jr.
*Bruce B. Stewart
*Charles W. Stout
Beverly Blankenship Walsh
*Kenny R. Watson
*Jane Carroll White

1962

Sarah Phillips Cardwell and Robin Holland Najarian, Co-Chairmen
No. in Class: 194
Contributors: 19 (10%)
Amount: $335.00

J. James Boles
*Sara Phillips Cardwell
Dorothy Bollenbach Cude
Patricia Baughan Dickinson
Forbes Elliot
*Joan Seeley Fentzke
*Paul R. Fentzke
Phillip Darrell Fulton
Robert R. Lovell
Norma Hamrick Moore
*Robin Holland Najarian
George Robert Parish
*W. Conrad Parker
Judith Stancil Phillips
*Raymond A. Sharpe, Jr.
Georgette Shihadi
Hilda Warfford Underwood
*Mary Greenwood Walker
Ledford Landon Wooten

1963

Charles F. Milner, Jr. and Howard M. Braxton, Jr. Co-Chairmen
No. in Class: 208
Contributors: 35 (17%)
Amount: $1,020.00

Susan E. Anderson
*Jane P. Ansell
Robert D. Ayers
*Linda Krauss Barnes
*Thomas E. Barnes
*Howard M. Braxton, Jr.
W. J. Brown III
Faxon D. Candler
Helen Gaye Mason Copley
Charles L. Cranford III
*Margaret McLaren Dawson
James B. Frye
*Patricia Ann Gibbs
Carey H. Goodson
Robert F. Hamlin
*J. Herbert Hussey
Ernest T. Isley III
*G. Henry Jobe
James Stephen Joyce
Susan Kohn
Maynard W. McMillian
*Kenneth Jay Miller
*Charles F. Milner, Jr.
Gayle Braxton Neave
Elizabeth Pyrtle Raiford
Daniel B. Raiford
Philip G. Rickards
Charles A. Roberts
Margaret Cleo Seymour
Steven M. Silbert
*Penelope Lee Smith
*Steen H. Spove
Barbara J. Stroud
Carol MacKenzie Tate
John F. Wily III

1964

Daniel B. Gregory and Carolyn Kirkman Raiford, Co-Chairmen
No. in Class: 222
Contributors: 31 (14%)
Amount: $635.50

William Larry Addleton
William Chester Alley
John C. Bailey III
Sylvia Holt Belvin
*J. Patrick Bledsoe
Mary Alice Champion Evans
Mickey Faulk
Lois Chase Fields
Donald Robert Foltz
*Jerry W. Fulp
Jeannine Voss Gromada
William F. Joyce
Fernando Leiva
*Rosemary Budd Lentzen
Richard C. Loomis
Robert Stephen Lynch
John Carl McVickar
*Linda Palmer Maerz
Carolyn Gooden Mimura
Harley H. Mimura, Jr.
William R. Purgason
Carolyn Kirkman Raiford
Diana Coneybear Rickards
*Joseph H. Rubin
Jane Schwartz
John Lee Smith
*Karen Karnan Spector
*Neil S. Sugermeyer
George W. Troxler
*E. Newsom Williams, Jr.
Virginia White Wilson

1965

Dorothy Raines Dobbins and Ralph A. Stephenson, Jr., Co-Chairmen
No. in Class: 255
Contributors: 23 (9%)
Amount: $542.50

*William E. Allen
*Ellen Bernstein
William E. Bondurant
*Robert Leonard Bowling
*Patsy Mallard Braxton
*Cynthia G. Cann
Clyde Thomas Canter
John Ellis Elkins II
*Robert Bridgers Foster
David E. Gaskins
Jean Redding Harris
*Ronald S. Jamieson II
Walter A. Gromada
Ann Redding King
Gerald W. McCumby
Ralph Edwin Messick
Fred M. Raab
*Samuel R. Scott
*I. B. Southerland III
*Ralph A. Stephenson, Jr.
William W. Sternbergh
Robert W. Stratton
William H. Wrenn

1966

Vernon Gray Benbow and Walter L. Dobbins, Jr., Co-Chairmen
No. in Class: 327
Contributors: 32 (10%)
Amount: $615.50

*Raimundo J. Aviles
Judy Greene Bailey
*Vernon Gray Benbow
Alvis E. Campbell
Phyllis Bondurant Campbell
Ward F. Cross
*John W. Davis III
George R. Gordh, Jr.
Tom W. Gorsuch, Jr.
Mary Huffman Hinshaw
*James M. Hunt
Diana Charles Huppert
*Jeffrey Craig Inman
Dorothy Kendrick Joyce
David L. Klingler
Linda Grandy Klingler
*R. Thaddeus Masters III
John Thaxton Mauzy
*John T. McCauley, Jr.
Carolyn Lawrence McMillian
Rebecca Rountree Morgenstern
*William S. Neal
*Kimrey D. Newlin
Rosalyn Ellen Parrish
Betty Imhoff Pine
John A. Redhead III
Burton Jay Rubin
Marion Chuck Scott
Lawrence P. Vickers, Jr.
Robert L. Ward
Ann Marie Strait White
Kenneth A. Wilson, Jr.

1967

Herman Wesley Sexton, Jr. and David E. Stanfield, Co-Chairmen
No. in Class: 321
Contributors: 26 (8%)
Amount: $1,061.50

Dennis A. Bailey
Raymond Vance Baugham, Jr.
W. E. Benbow
Frederic C. Brown, Jr.
Peter H. Clarke
David V. Deal, Jr.
Edward K. Graham
*Susan Bradley Hunt
Barbara Anne Kazazes
Jan K. Lippincott
Patricia Orrell Messick
David Nichols O'Steen
Clyde O. Padgett
William Russell Pipes
Daniel Morgan Raiford
Susan A. Roush
Charles Adams Sanders
Herman Wesley Sexton
David Ernest Stanfield
Nina Beecham Stratton
James T. Trollinger
Fred G. Turner
Sanford Kent Walker

George N. White, Jr.
Juan Whittington
Robert Graves Wilson III

1968

Robert Alan Kauffman and Judith Murray Trogden, Co-Chairmen
No. in Class: 398
Contributors: 26 (7%)
Amount: $348.50

Becky Hendrix Ayers
Noral D. Belvin
Ronald J. Boling
William C. Boren IV
Patricia Thomas Brame
Gary W. Dawson
Linda Benge Dockery
R. H. Estep, Jr.
Scott P. Graham
James M. Green
Joan Clare Greenleaf
Judith B. Johnston
John Wesley Lewis
Dinah B. Little
Richardson D. McKelvie
Malcolm G. Moore, Jr.
Philip J. Nardoci
A. Scott Parker III
Terry V. Parrish
Theodore W. Pollock
Julius R. Ruff
Barbara L. Smith
Alan W. Sutton
Virginia Somerville Sutton
Judith Murray Trogdon
James W. Tufts, Jr.

1969

Sandra Lynn Culler Smith and Penelope Ward Kyle, Co-Chairmen
No. in Class: 435
Contributors: 34 (8%)
Amount: $1,902.50

Denis Abramowitz
William H. Bacharach
Susan Lum Benbow
William J. Bradley IV
Daniel B. Gregory
Morris T. Jeffreys
Jean E. Kelso
Charles M. Kerans
Penelope Ward Kyle
Elizabeth Killam Linn
Jeffrey L. Linn
Jane R. McCauley
Ralph Lee Massey
Clarence Vance Mattocks
Martha Carter Mattocks
Ileen Griger Moorman
John Allyn Moorman
Redford C. Moreland, Jr.
John A. Neal
George Edgar Parker
Sallye Spivey Parker
Julian Price II
John W. Richardson, Jr.
Carolyn Macon Sheppard
Sue Sherrill
Sandra Lynn Culler Smith
Walter Ray Smith, Jr.
Hazel Powell Stanfield
David L. Stumpf
E. Neal Trogdon
Tom Walser
Steve Wellons
Charles W. White, Jr.
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Parents of Students

Under the able, imaginative leadership of Mr. Ivor Massey of Richmond, Virginia, and Mr. Albert H. Kinsey of Daytona Beach, Florida, Guilford parents established a new record of $8,015 for the Parents of Students Annual Giving Program. This amount from 191 parents was $770 higher than had been donated by Guilford parents the previous year.

Mr. Massey, chairman of the Parents Program for the past three years, was presented the first Alumni Appreciation Award on Alumni Day 1970. Through his leadership, the Parents Program more than tripled its donations over the three year period.

Guilford welcomes these efforts by parents

to sustain the quality of her service to students and the community.

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Faculty-Staff

At the heart of the educational process are those who teach—the faculty—and those who assure the successful operation of the college—the staff. Without their dedication and devotion Guilford could not exist.

As evidence of their own commitment to the College, 66 members of the Guilford family contributed to the Faculty-Staff Annual Giving Program. Under the leadership of Earl W. Redding, Assistant Professor of Philosophy, faculty and staff members gave $2,724, an increase of $731 over the preceeding year. To these loyal contributors Guilford is grateful.

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Friends for Guilford

The College, founded in 1837 by the Religious Society of Friends, appreciates the continuing support of the Friends Meetings. Such support is renewed evidence of a long standing concern of Quakers for the education of every man and woman.

Nine Friends Meetings in North Carolina contributed $11,013.88 to the Loyalty Fund's Friends for Guilford Program. The Reverend Isaac Harris of Archdale was the program's chairman. (*denotes four consecutive gifts)

Archdale Friends Meeting
*Chapel Hill Monthly Meeting
Deep River Monthly Meeting
*First Friends Meeting
*Goldsboro Friends Meeting
*High Point Monthly Meeting of Friends
New Garden Friends Meeting
North Carolina Yearly Meeting of Friends
Rich Square Monthly Meeting

Corporations and Foundations

Each year foundations and corporations

give to the Guilford Loyalty Fund as testimony of their belief in higher education. Several companies donated through their Matching Gifts Program in which they match the amount an employee gives to Guilford. In 1969-70 this partnership between the College, the business community, and private foundations produced $9,045.62 for the general purposes of the College. Guilford is deeply grateful to these 31 foundations and corporations who have been responsible for this generous support. (*denotes four consecutive gifts)

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Other Gifts and Grants

In addition to their unrestricted gifts to the Loyalty Fund, Guilford's alumni and friends gave generously in support of other specific College programs.

The newly formed Friends of the Libraries, under the leadership of Chairman Charles W. Phillips, Sr. of Greensboro, contributed $3,962 to enrich the library collections. The College appreciates the interest of these 160 donors.

The libraries also benefited from the generosity of other donors who made contributions of books or periodicals and those who made gifts in memory of the deceased.

Guilford's intercollegiate athletic programs were boosted by Quaker Club contributions totaling $10,628.65 made by 142 donors. Dr. James Brewer '51 of Greensboro headed the drive which provides additional athletic scholarships for Guilford players.

Ninety donors contributed $548,667.54 for current and restrictive purposes which aid the general development of the college. The total amount of voluntary support to Guilford for 1969-70 was $628,913. This is an achievement alumni and friends of the College can share with pride.

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Fund Highlights

The successful 1969-70 Loyalty Fund campaign was highlighted by the first anniversary class gifts from the 50th, 25th, and 10th Reunion Classes.

The Golden Anniversary Class of 1920, led by Gift Chairman Anna Henley Coble and Reunion Chairmen Hugh and Alma Chilton Moore, gave $1,000 to the Loyalty Fund. Fifty-four percent of the class participated for an all-time high.

The wartime class of 1945, celebrators of their Silver Anniversary, responded to their Gift Chairman Dean K. Thomas and Reunion Chairman James Lehr with an encouraging 16% class participation and a generous donation of $382.25.

Under the leadership of Gift and Reunion Chairman Joseph Bryan, Jr., the Tenth Year Reunion Class of 1960 established an all-time giving record of $5,000 from 11% of the class members. Such responses will undoubtedly be challenged by this coming year's anniversary classes of 1921, 1946, and 1961.

AREA CAMPAIGNS

For the third consecutive year, area campaigns were staged in Greensboro, High Point, Winston-Salem, and Atlanta. The key to the success of the campaigns were the 136 area chairmen and workers who encouraged their fellow alumni to support the College. Guilford is grateful to them and the donors who contributed to the Loyalty Fund.

The Greensboro campaign produced $12,634 from 286 donors; a total of 71% of the alumni in the area participated. In High Point, 97 loyal alumni raised $8,514 for a 40% participation record. Eighty-four Winston-Salem alumni gave $1,929; 42% participated. Atlantans donated $1,860; the 23 donors who contributed comprise 38% of Guilford's alumni in the Atlanta area.

TOWARD THE FIFTH YEAR

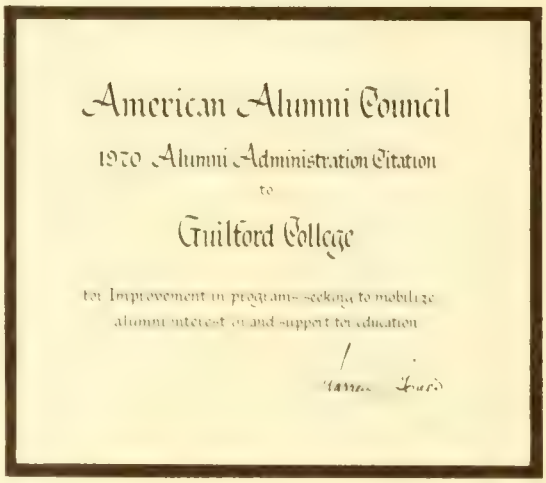
The Guilford College Loyalty Fund Annual Giving Program, now entering its fifth year, seeks to raise a minimum of $80,000 during the 1970-71 campaign. The Alumni Association Board of Directors set that figure as its goal, recognizing that the College is dependent upon its alumni and friends for at least this amount in unrestricted gifts if it is to provide students with the best educational service at the lowest possible cost.

Mr. John Hugh Williams '34 of Concord, North Carolina, is General Chairman of the 1970-71 Loyalty Fund. He will be assisted during the campaign by some 150 loyal alumni and friends of the College.

1970 Alumni Administration Award

Guilford Wins National Award Honor




American Alumni Council

1970 Alumni Administration Citation

to

Guilford College

for Improvement in programs seeking to mobilize alumni interest in and support for education

The Guilford College Alumni Association received the American Alumni Council's 1970 Alumni Administration Citation for Improvement at the AAC's national conference in New Orleans in July. The award, presented annually by the AAC, recognizes "improvement in programs seeking to mobilize alumni interest in and support for education."

Since the awards program was established five years ago, only thirteen institutions have been selected for the improvement citation. Guilford was one of five winners selected from more than 1,550 colleges, universities, and independent secondary schools who are members of the AAC. Other winners named for 1970 were the University of California at Los Angeles, Bowling Green State University in Ohio, Texas A&I University at Kingsville, and Becker Junior College in Worcester, Massachusetts.

In announcing the awards in *Alma Mater*, the AAC's national magazine, the editors cited Guilford's achievement: "Since 1966 all (alumni) programs have been either started from scratch or have been revised for strength. This has been done to improve alumni relations with the college and to involve the alumni in aiding the college in solving its problems and meeting its needs. During the past three years average alumni giving participation has increased 326 percent, and the average alumni gift has increased tenfold."



"There is a definite relationship between the 'problems' approach of Guilford's Man in the Twentieth Century course and the student's concern to relate their educational experiences toward improving the world in which they live."

Continued from page 12

a real and vital impact upon Guilford students.

The College has in every instance taken the position of providing an atmosphere of acceptance for individuals who take stands concerning these matters as expressions of conscience and strong concern. Such an atmosphere should not be interpreted, however, as "taking sides" on a particular issue. The College's responsibility is to respect the individual in his concern and to maintain an environment for free expression of ideas.

Two major events with political implications fired the consciences of students all over America during this past year: the Moratorium activities of November 15, and the spread of the Vietnam war into Cambodia. Approximately 250 Guilford students participated in Moratorium activities, which included a vigil, several seminars regarding the Indochina war, open "speak-outs," and several workshops. There was no boycott of classes at Guilford, and many classes as well as *ad hoc* seminars dealt with issues relating to the war. Student organizers of Moratorium activities were opposed to a boycott of classes, feeling that the time could be more usefully spent if faculty would devote class time to such issues. Many faculty members chose to do this.

Following the Cambodian incursion and the death of students at Kent State and Jackson State Universities, the Guilford Student Legislature called for a one-day strike to consider the implications of those recent events. This experience was a meaningful one in that people possessing every conceivable point of view regarding this matter were encouraged to express themselves on the issues. Again, there were workshops, discussions, lectures, and vigils on campus and downtown. Students actively encouraged people, whatever their position might be, to write their congressmen and senators regarding the matter; and there was a community gathering attended by some 400 students at which administrators, faculty, and students were encouraged to express their opinions regarding the war. Following the activities of that day, several members of the College community went to Washington to express their convictions to congressmen. The faculty in its next regular meeting took a position encouraging individual expression of concern and also encouraged faculty members to work closely with individual students so that they might express their concerns and still meet their academic obligations.

Guilford College's black students organization, BASIB (Brothers and Sisters in Blackness), met with administrators and faculty members on two occasions, March 13 and 16, to discuss matters of concern to Guilford's black students. They said they had experienced discrimination, widespread insensitivity, hostility, and misunderstanding by white students, faculty, and staff. Because of their grievances, the black students made several requests, including the establishment of a black studies center on campus, the hiring of additional black professors, improved transportation to off-campus events, a review of college disciplinary action for one of their members, the abolishment of dormitory hours for black women, and a guarantee of a minimum grade of *C* for the spring semester.

Recognizing the merit of some of these requests, two rooms in Cox Hall were set aside as a meeting place for BASIB, and BASIB was recognized as a student organization which could schedule and use college cars (at its own expense). In addition to several part-time black instructors previously on the Guilford staff, Guilford has hired two black professors and one black counselor for the 1970-71 academic year. These faculty members are all well qualified and will make outstanding additions to the Guilford faculty. In addition they will provide an adult leadership which understands the black experience and the special problems of black students. Such leadership will help white students and the community understand blacks.

No action was taken at that time concerning the lifting of dormitory hours for black women. Both black and white women now participate alike in the self-regulating curfew available for women students. While assurance of a *C* grade could not be given, the Curriculum Committee recommended that the faculty make a genuine effort to counsel black students and to allow them to make up back work. The committee also recommended that it be made possible for black students to receive academic credit for constructive planning leading to an improved campus environment, sub-

"The College's responsibility is to respect the individual in his concern and to maintain an environment for free expression of ideas."

ject to the prior approval of the academic dean.

This was a period of growing awareness of fundamental problems in human relations at Guilford. It was recognized that some, though not all, of the requests of black students had legitimacy, and the College was glad to respond to the requests which had merit.

Student Activities

Emphasis in the Student Personnel program has been upon recognition and anticipation of real student needs as opposed to the variety of student demands which happen to be currently popular. One major discernable trend in all active student groups is a growing desire to have a greater voice in the decision-making processes governing their lives.

About forty student organizations are currently involved in program planning for their members. The Director of Student Activities has given valuable assistance to these organizations in developing their plans and helping to carry them out.

Under the Convocations and Arts Series, twenty-five students and staff members planned a broad range of speakers and cultural events. More than sixty speakers appeared on campus last year, covering a great variety of subjects; many were also available for classroom appearances, seminars, and dinner meetings.

Approximately eighty-five students were involved with the various programs under the auspices of the College Union. The College Union has in a very few years become quite an important organization on campus. The growing activities of this group, as well as the need for improved and enlarged facilities to meet the needs of other campus organizations and general College needs, continues to indicate the urgency for a College Union building.

The Student Personnel staff has continued the practice of seeing students who receive low mid-term grades. This opportunity to discuss academic problems most often opens the way to the discussion of more serious personal problems or other educational problems.

Financial Aid

Despite a sizeable cutback in National Defense Student Loan funds (NDSL), Guilford was able to award financial assistance to needy students at approximately the same level as last year due to a balance in the loan fund and an exceptionally successful year of loan collections.

Guilford College students pursued their academic programs this year with the total of $322,989.57 in financial aid sources outside the family. About 30% (300) of the average number of full-time equivalent student enrollment (1,357) received some financial support this year. On the residential campus 40% or 383 of 965 students received assistance. Educational Opportunity Grants totaling $15,225 enabled 29 students to attend Guilford College. The Financial Aid Committee approved grants, scholarships, and loans which totaled $276,145 to a total of 336 students (14 were Downtown Campus students). The State Loan Programs and the United Student Aid Fund provided $26,700 for 33 students. Vocational Rehabilitation Grants, Veterans Grants, area scholarships, and teacher scholarship loans accounted for an additional $20,143 in aid to 30 students. National Defense Loans totaling $74,468 were made to 143 students for an average loan of $521.75.

Seventy-four percent (163) of the 1970 senior class registered with the Placement Office. Spring and fall interviews were scheduled with 78 companies and school systems. The various branches of the military, the Peace Corps, and VISTA also sent representatives to the campus. Approximately 350 interviews were scheduled.

Eighty-one percent of women graduates indicated education as their area of employment; 10% went into business; and 4% into government work. Male graduates were employed as follows: 15% in education, 68% in business, and 17% in other areas, including military service.

Residence Hall Life

Student interest in residence hall activities is still a









"Guilford plans to remain strongly competitive in athletics whatever conference affiliation it may ultimately have."

good deal less than we desire. Our aim has been to introduce educational and cultural experiences into dormitory life so that the general academic interest and tone on campus might be bolstered. Student Personnel officers and student Resident Assistants are actively working to promote this attitude. One of the basic tenets of the "Units of Living" concept is that a student government in each dormitory will be responsible for enforcing order and the agreed-upon rules for that dormitory. The administration thinks that this should result in improvement. The concept of self-regulation is also one of the things for which students have been clamoring, and there is reason to think that it will do much to claim their allegiance. Close attention will be paid to the success of this plan.

The quality and character of the Resident Assistants program in the men's residence halls has continued to improve. The program has become popular with students to the degree that applications numbered five times the number of vacancies.

Athletics

Athletic programs achieved several noteworthy accomplishments during the 1969-70 school year. The football and soccer teams played excellent ball and showed signs of being outstanding in the future. Coach Wilbur Johnson replaced Robert Lord as head football coach last spring.

Cross-country was added to the athletic program, bringing the total number of intercollegiate sports offered by the College to nine. The cross-country team enjoyed unusual success for the first year and climaxed a winning season by finishing fourth in the NAIA District #26 Championships.

The wrestling team had the best record ever (10-12) and won the District #26 Championship.

The basketball team had an exceptional year. After a slow start, they regrouped and won twenty-nine straight games, climaxing with a fourth-place finish at the national tournament in Kansas City. The team represented District #26 and the College well by winning the All-Sports Championship and the coveted Sportsmanship Award at the NAIA Championships in Kansas City. The sports highlight of the year was the selection of Guilford's basketball team to represent the United States Department of State and the NAIA on a goodwill tour of Africa. The team left for Western Africa in June and returned in late July. Basketball Coach Jerry Steele resigned in August to take a position with the professional Carolina Cougars basketball team and was replaced by Assistant Coach Jack Jensen.

Many players on various Guilford teams received All-District and All-Conference recognition, and basketball player David Smith was chosen first team NAIA and second team All-American.

Another highlight of the athletic year was the induction of twelve outstanding men into the Guilford College Hall of Fame. Those selected were: Edwin P. Brown, Edgar H. McBane, Elton Warrick, Rick Ferrell, Paul Lentz, Stuart Maynard, A. I. Newlin, E. G. Purdom, George Parker, Robert Jamieson, E. H. Haworth, and Ernie Shore.

Guilford's strong athletic program in recent years has been of benefit to the College in many ways and has undoubtedly enhanced the enthusiasm and spirit of community among many of the alumni and students of the College. The quality of the teams and team members has also resulted in a great deal of favorable publicity for the College in the sports columns of area newspapers.

Concern has been expressed that a disproportionate amount of money is spent on grants-in-aid to athletes and that more money should be allocated for student scholarships in the purely academic areas. To remedy this inequity, $1,775,000 in scholarship endowment was approved by the Board of Trustees as an urgent five-year goal of the CHALLENGE FOR THE 1970s program, with an overall student aid goal of $4,000,000 in ten years. No increase in athletic grants-in-aid is anticipated during this period.

The possibility of a reduction in the total amounts of grants-in-aid is being explored as a possibility within the Carolinas Conference as well as the possibility of other conference alliances which might offer challenging opportunities for Guilford teams. Such delibera-

tions are being entered into chiefly to expand the range of possible choices without any sense of precommitment to their outcome. Guilford plans to remain strongly competitive in athletics whatever conference affiliation it may ultimately have.

COLLEGE ADVANCEMENT

Ten-Year Plan

Concurrence was achieved during the past year on the first official statement of the development program of the College for the coming ten years (1970-1980). This statement of intentions is now in print as GUILFORD'S CHALLENGE FOR THE 1970s. It sets forth the adopted major fund-raising objectives of the College with their estimated costs for the coming decade.

This brochure lists and explains all Guilford fund-raising objectives during the ten-year period, including those for an intensive capital campaign or campaigns, those for each of the ten annual current support operations, and those for bequest or deferred giving operations.

Some such printed official statement of long-range intention is essential to the continuing organized seeking of a number of large grants or gifts from individuals, business firms, foundations, and governments, and also for increased repetitive annual gifts. Prospective donors expect some such statement of vision and intent.

This statement does not concretize either the plans or program for the College. It is based on the best projected judgment available at the time of its adoption. It can properly be amended or revised by official College action. There is a good deal of flexibility within and among the twenty major objectives it sets forth.

The College master plan was updated during the past year. Concept designs were completed and accepted for the College Center and the Physical Education Center. These graphics were essential to illustrate the principal brick-and-mortar objectives of the CHALLENGE program.

Substantial progress was made in enlisting volunteer leadership of high caliber to supplement and assist those trustees who are dedicating their efforts to the CHALLENGE program.

Board of Visitors

In November of 1969, the Board of Visitors held its second annual fall weekend meeting. The theme, "The College and Today's Student," was keynoted by Visitor Lewis Mayhew, Professor of Higher Education, Stanford University. The two-day meeting was enthusiastically received by those in attendance.

Reelected to serve as members of the Executive Committee were: Chairman, Edwin A. Bescherer; Vice-Chairman, John Harden; Secretary, Carl O. Jeffress; and Members-at-Large, William A. Tomlinson and Arnold Schiffman. Elected to fill the two remaining Member-at-Large posts were Edward R. Zane and Benjamin Cone. This committee has been very active, and its deliberations and accomplishments were of great value to the College.

The Executive Committee held meetings with various students, faculty, and administrators and invited interested students to attend seminars at the business locations of several members of the Board of Visitors. An *ad hoc* committee which studied Guilford's Music Department made useful recommendations.

Visitor Charles W. Phillips served as Chairman of the newly chartered Friends of the Libraries program which raised approximately $4,000 in its first year of operation. The program is planned as a channel for long-range cultivation and support of library objectives. Members of the Board of Visitors assisted greatly in the success of the Friends of the Library program as well as the Loyalty Fund.

Guilford College has gained a great deal from the interest which members of the Board of Visitors have taken in the College and from their efforts to inter-

"Rising college expenditures are largely the result of salary increases and heightened operational costs, both of which are directly tied to the inflationary trends of the nation's economy."

pret the College and its programs to various persons and groups.

Loyalty Fund

The 1969-70 Loyalty Fund raised $76,207, surpassing last year's total by $11,323. The number of donors was 1,329, an increase of 134. Between 1965 and 1969, donor participation increased by 326% and alumni giving by 1,065%.

In recognition of this achievement and a generally improved alumni program, Guilford College was awarded the American Alumni Council's Alumni Administration Improvement Citation. The 1970 award was one of five awarded nationally from the AAC's membership of over 1,550 colleges and universities.

Other Gifts

Guilford College received an important $100,000 gift from Burlington Industries to help fund construction of the new science wing addition to King Hall. Jefferson Standard and Pilot Life Insurance Companies granted Guilford $100,000 to establish the Jefferson-Pilot Professorship, a much needed salary-supplement endowment. Aid this year from other corporate sources included major gifts from Western Electric, North Carolina National Bank, Sears Roebuck Foundation, Mitchell-Frye Insurance Agency, S.C.M. Corporation, and a large number of companies with matching gifts programs for their employees. Unrestricted operational support grants from businesses and individuals in North Carolina were received through the North Carolina Foundation of Church Related Colleges.

The Charles A. Dana Foundation generously granted Guilford $100,000 to further endow the very important Dana Scholarship Program. Scholarship support was also received from the Sigmund Sternberger Foundation and the Friends Freedmen's Association. The College also continued to receive increments from a previous grant from the H. Smith Richardson Foundation. Other foundation gifts include support from the Ivy Fund and the Martha and Spencer Love Foundation.

The College also welcomed a major gift from Dr. Edgar V. Benbow to fund construction of the Edgar V. Benbow Advanced Microbiology Laboratory in the new science wing of King Hall. Support from individuals and other sources for various purposes include major gifts from Archdale Friends Meeting, William T. Boyce '09, Edwin P. Brown '26, Joseph M. Bryan, Jr. '60, Alyse Smith Cooper, Alma T. Edwards '07, George D. Finch '21, Estate of Lucy Moore Graves, High Point Monthly Meeting of Friends, Grimsley T. Hobbs '47, Carl O. Jeffress, Mr. and Mrs. John Kellenberger, William P. Kemp, Jr., Harvey A. Ljung, Dalton L. McMichael '37, Ivor Massey, Ed Mendenhall, Hugh W. and Alma C. Moore '20, Charles F. Myers, Jr., A. Scott Parker, Jr. '29, George C. Parker '35, W. Y. Preyer, Jr., Julian Price II '69, Herbert T. Ragan '37, Young M. Smith, Jr., Frederick H. Taylor, M.D. '42, Rufus White, and V. Judson Wyckoff.

GUILFORD COLLEGE

COMPARATIVE CONSOLIDATED BALANCE SHEET

Fiscal Year Ended May 31, 1970

ASSETS

Current Funds	1969	1970
Cash on Hand and in Banks	$ 1,061,484.11	$ 839,138.48
Accounts Receivable	28,558.82	51,703.97
Notes Receivable	11,082.35	12,640.24
Investments	123,734,80	176,711.10
Inventories	4,596.33	
Cash Value—Life Insurance	27,859.66	28,959.66
Construction in Process	1,440.00	215,211.16
	1,258,756.07	1,324,364.61
Add: Due from Other Funds	354,449.81	
Deduct: Due to Other Funds		57,179.51
	$ 1,613,205.88	**$ 1,267,185.10**
Loan Funds		
Notes Receivable	34,276.13	40,597.74
Add: Due from Other Funds	46,177.22	41,170.06
	80,453.35	**81,767.80**
Endowment Funds		
Cash in Banks	25,625.20	17,958.02
Cash on Deposit with Stock Broker	76,211.75	7,186.98
Notes Receivable	340,034.63	276,870.33
Funds Held by Others	32,562.86	32,562.86
Stocks and Bonds	3,023,120.84	3,542,228.21
Real Estate	59,215.38	59,215.38
Accounts Receivable	1,238.55	
	3,558,009.21	3,936,021.78
Add: Due from Other Funds	120,662.92	16,009.45
	3,678,672.13	**3,952,031.23**
Plant Funds		
Land	308,299,34	308,299.34
Buildings	6,789,044.89	6,803,379.92
Equipment	656,589.94	670,741.59
	7,753,934.17	7,782,420.85
Deduct: Due to Other Funds	521,289.95	
	7,232,644.22	
Total Assets	**$12,604,975.58**	**$13,083,404.98**

LIABILITIES

Current Funds	1969	1970
Accounts Payable	$ 182,493.21	$ 163,433.37
Funds Held for Others		23,424.18
Funds Held for Governmental Programs	19,240.15	67,720.71
Total	**201,733.36**	**254,578.26**
Loan Funds	.00	.00
Endowment Funds	.00	.00
Plant Funds		
Note Payable	790,000.00	750,000.00
Total Liabilities	**991,733.36**	**1,004,578.26**

FUND BALANCES

Current Funds—Restricted	555,057.30	591,131.28
Current Funds—Unrestricted	856,415.22	421,475.56
	1,411,472.52	1,012,606.84
Loan Funds	80,453.35	81,767.80
Endowment Funds	3,678,672.13	3,952,031.23
Plant Funds	6,442,644.22	7,032,420.85
Total Fund Balances	**$11,613,242.22**	**$12,078,826.72**
Total Liabilities and Fund Balances	**$12,604,975.58**	**$13,083,404.98**

REVENUES AND EXPENDITURES—CURRENT FUNDS

Fiscal Year Ended May 31, 1970

EXPENDITURES

Educational and General	1969	1970
Administrative and General	$ 517,029.04	$ 507,207.50
Instruction	1,022,414.43	1,071,608.29
Academic Dean and Registrar	45,933.63	69,038.20
Sponsored Programs	28,609.57	30,619.99
Library	162,760.90	158,275.48
Maintenance and Operation of Educational Plant	152,451.80	180,173.80
Federal Grant Programs	93,652.86	135,783.71
Organized Activities (Intercollegiate Athletics)	67,457.98	116,247.24
	2,090,310.21	**2,268,954.21**
Student Financial Aid		
Scholarships and Grants	132,903.03	207,929.23
Auxiliary Enterprises		
Food Service	316,624.42	324,622.13
Residence Halls	171,637.15	255,795.80
Rental Properties	15,978.10	18,463.41
	504,239.67	**598,881.34**
Total Expenditures	**2,727,452.91**	**3,075,764.78**
Revenues in Excess of Expenditures	33,421.48	140,961.52
Totals	**$2,760,874.39**	**$3,216,726.30**

REVENUES

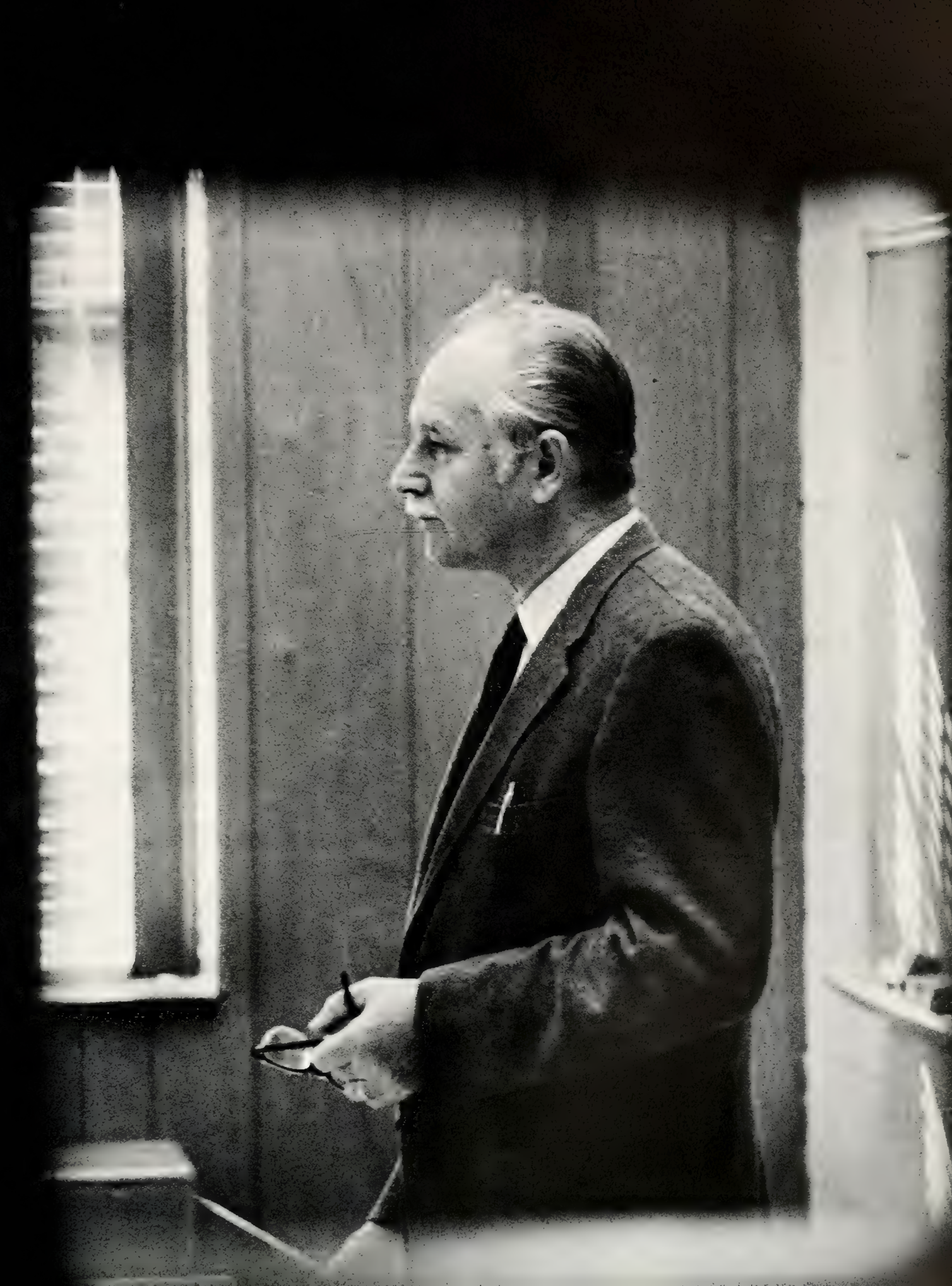
Educational and General		
Student Fees	$1,624,640.30	$1,788,134.45
Endowment	126,384.25	132,676.54
Donations	121,484.27	153,234.45
Collections on Accounts Charged Off	2,848.39	2,943.64
Dividends and Interest	37,096.18	102,186.81
Federal Grants	52,760.90	176,532.66
Salary Supplement Grants	20,000.00	2,500.00
Restricted Funds Released	10,806.56	40,258.02
Profit on Sale of Stocks	4,110.41	7.06
Miscellaneous	26,543.80	20,444.35
Organized Activities (Intercollegiate Athletics)	41,031.33	20,312.95
	2,067,706.39	**2,439,230.93**
Student Financial Aid		
From Restricted Endowment Income	27,653.01	37,333.84
From Athletic Grants	10,852.84	10,628.65
	38,505.85	**47,962.49**
Auxiliary Enterprises		
Food Service	354,334.65	349,517.36
Residence Halls	266,033.69	330,834.89
Rental Properties	34,293.81	49,180.63
	654,662.15	729,532.88
Total Revenues	**2,760,874.39**	**3,216,726.30**
Totals	**$2,760,874.39**	**$3,216,726.30**

BOARD OF TRUSTEES

Edwin P. Brown, *Chairman*
Rufus White, *Vice Chairman*
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Charles A. McLendon, Greensboro	1976
Herbert T. Ragan, High Point	1976

Luby R. Casey, Goldsboro, Emeritus
Eunice A. Parker, Hight Point, Emeritus



NOVEMBER, 1970

GUILFORD

COLLEGE BULLETIN SPECIAL ISSUE

Second class postage paid at
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DECEMBER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE





DAVE NICHOLSON '50

DECEMBER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE



JOHN WILKERSON '72

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Portfolio of Creative Photography

We want to say Merry Christmas in a special way this year, so we have departed from our usual format to bring you a photo-filled issue we hope you will want to keep around to enjoy for many New Years to come.

These are not just "any" photographs, we hasten to add. Each is the work of a member of the Guilford family—either a student, an alumnus, or a college staff person.

The forty-five photographs reproduced here were selected from the 121 pictures entered in the contest announced in the spring issue of this magazine. They are the creative efforts of thirteen of the fifteen persons who submitted up to ten photos, the maximum allowed.

Just as the response to the contest delighted us, the quality of the photographs truly impressed the five judges. The pictures prove that there still are new ways to see familiar objects and that the examples of that "seeing" by these Guilfordians are certainly deserving of publication. It is our pleasure to share them with you.

As you will see, the subjects range from people to landscapes, to geometric forms, to experimental techniques, showing all forms of human activity and interest.

Judging was not easy—a compliment, indeed, to the entrants. However, as judges must, judges did, and using creativity, composition, and human interest as criteria, they named First, Second, and Third prize winners and selected eight others as meriting Honorable Mention.

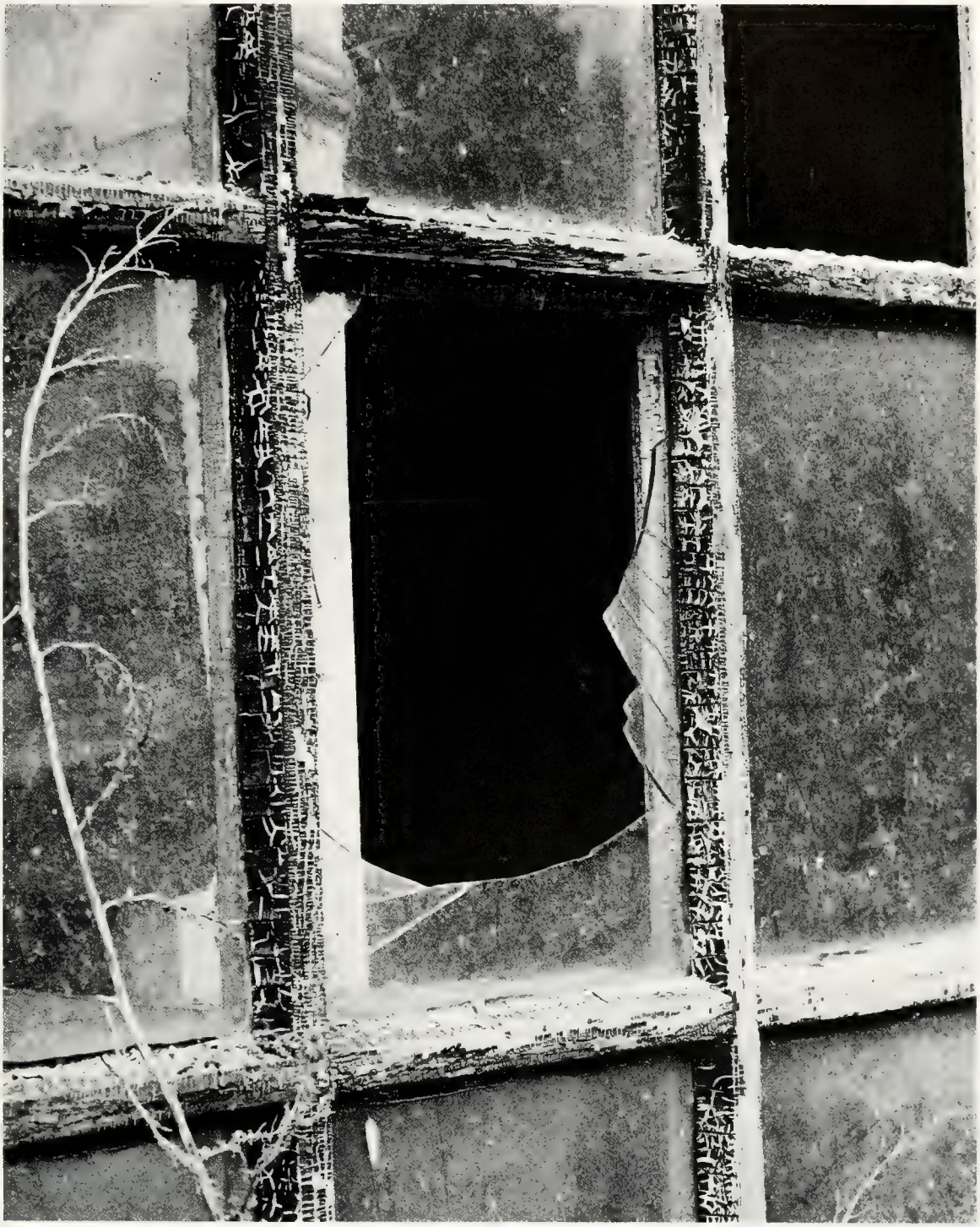
Both the First and Third place prizes went to Neill D. Whitlock, a 1969 graduate of Guilford who now is engaged in alternative service in Denver, Colorado. Second prize went to Dr. James O. Bailes, a 1966 graduate who heads the Guilford Chiropractic Clinic in Greensboro. Cash prizes were awarded the winners.

Friends of Guilford College who judged the contest were Dr. Anna Joyce Reardon, professor of physics and photography at the University of North Carolina at Greensboro; W. C. (Mutt) Burton, art reviewer and columnist for the *Greensboro Daily News* and an accomplished photographer; Keith Stuart, president of Stuart (Design) Studio in Greensboro; Frederick F. Hafner of Washington, D. C., district sales manager for the University Press Division of the Wm. J. Keller Co. of Buffalo, N. Y., and adviser for the Guilford yearbook; and Charles M. Helmken, director of publications for the American Alumni Council in Washington, D. C.

Photographers whose works were selected for Honorable Mention were: Jeffrey W. Bloom, David Nicholson, James G. Willson, John Wilkerson, and Neill D. Whitlock.

While not everyone could take the top awards or be selected for Honorable Mention, all who entered are winners in our book. They made it possible for us to display examples of some of the creative talent which abounds within the Guilford family, and by so doing, they made it possible for us to say, in a very special way, "Merry Christmas!"

G.B.R.

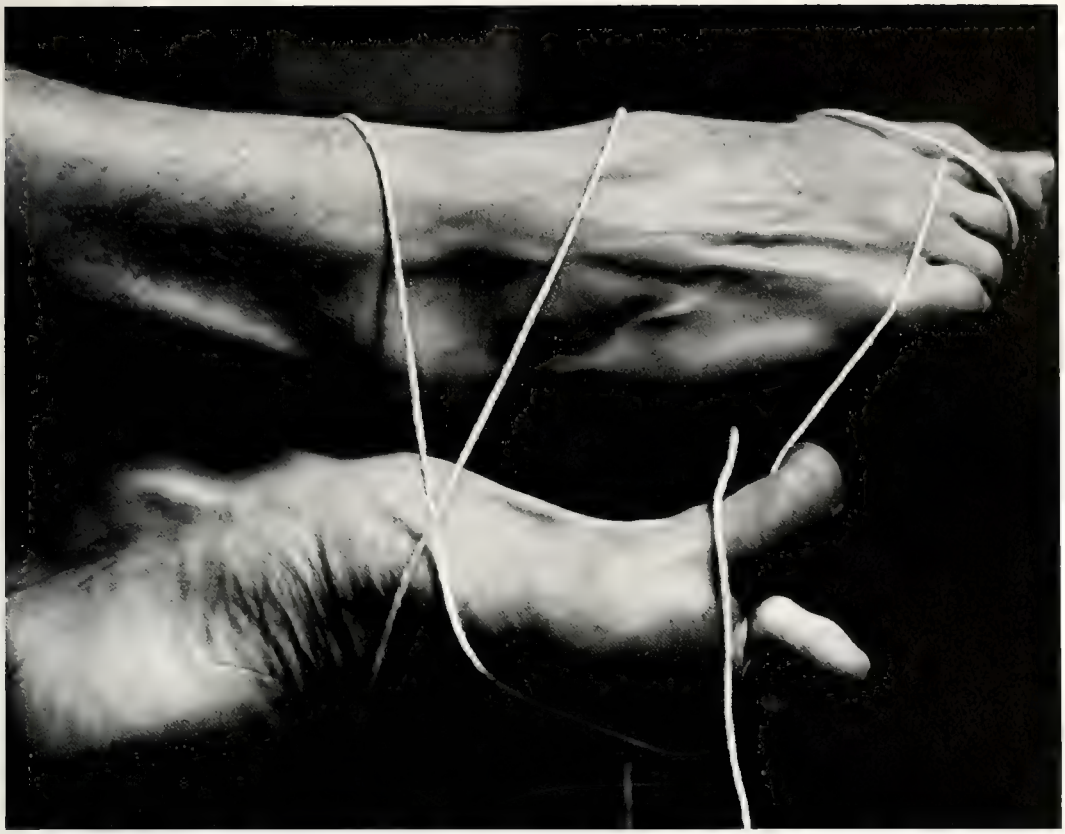


DR. JAMES BAILES '66/*Second Prize*

EILL WHITLOCK '69/*First Prize*



NEILL WHITLOCK '69/*Third Prize*



JIM WILLSON '72/*Honorable Mention*

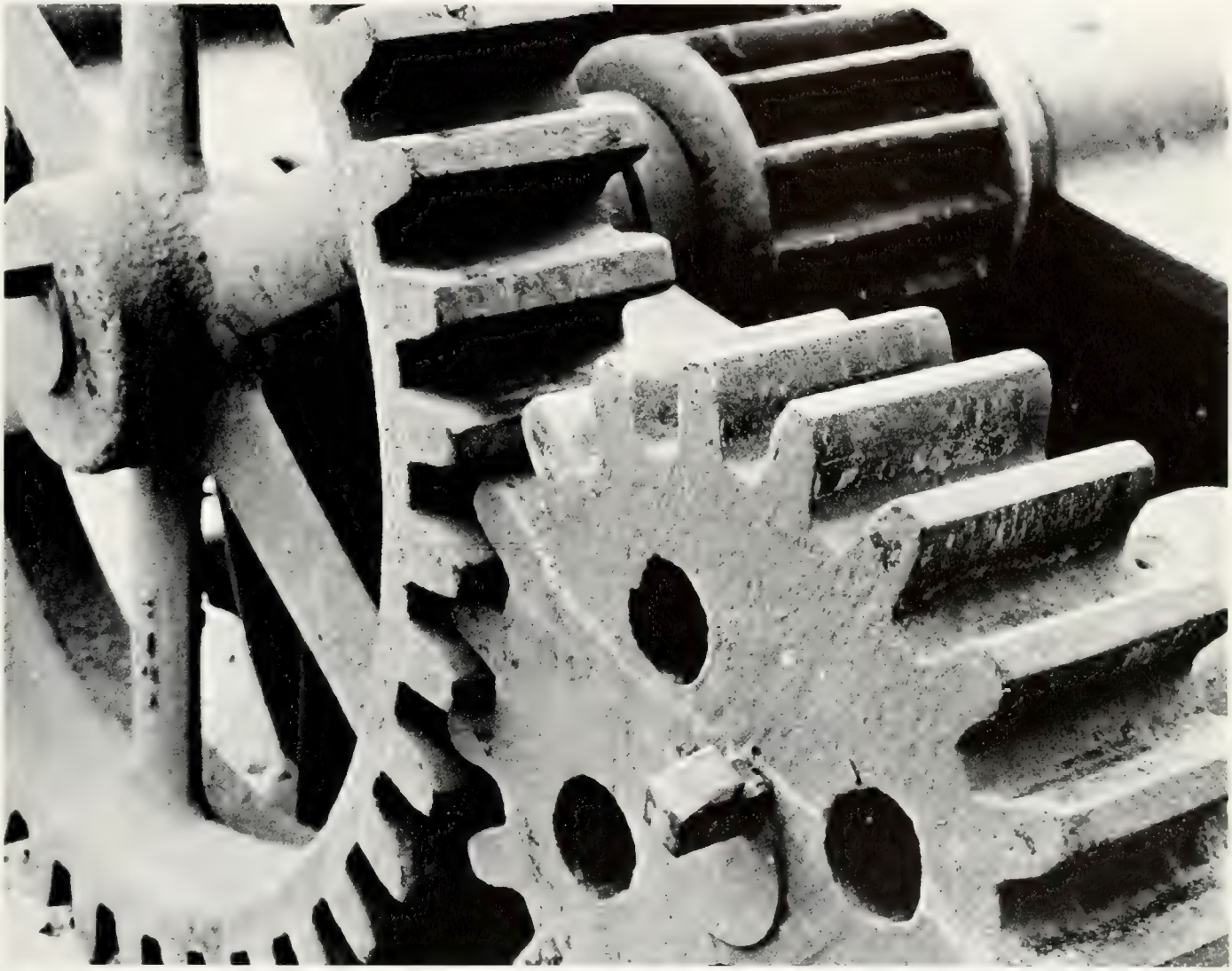


STUART SHERMAN '73



JOHN WILKERSON '72





DR. JAMES BAILES '66



JOE WALKER '69



JEFF BLOOM '71/*Honorable Mention*



JIM WILLSON '72



JOHN WILKERSON '72

NEILL WHITLOCK '69/*Honorable Mention* (opposite page)



JOE WALKER '69


STOP



JOE WALKER '69



DAVE NICHOLSON '50/*Honorable Mention*



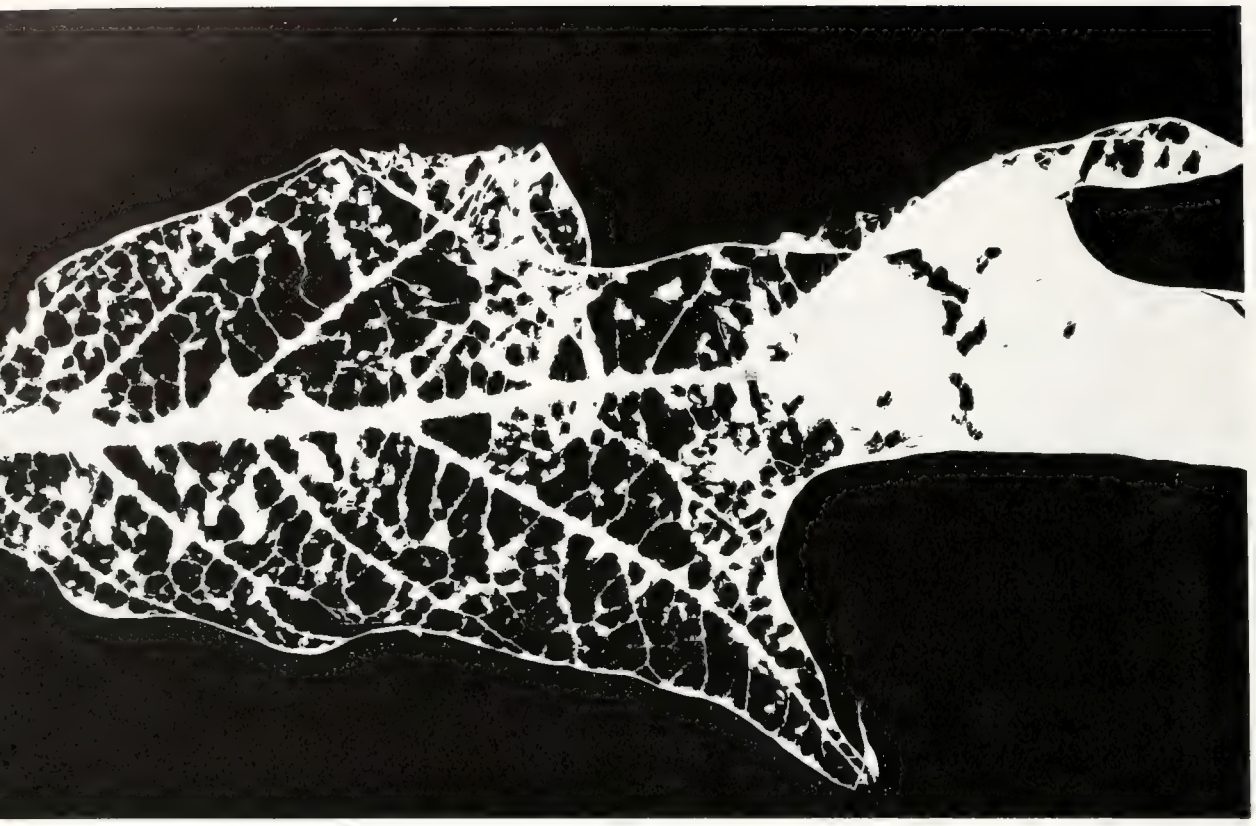
CHARLES SEWELL '73



JOHN WILKERSON '72



AL WHEELER



JAMES MCLARTY '69



DAVE NICHOLSON '50

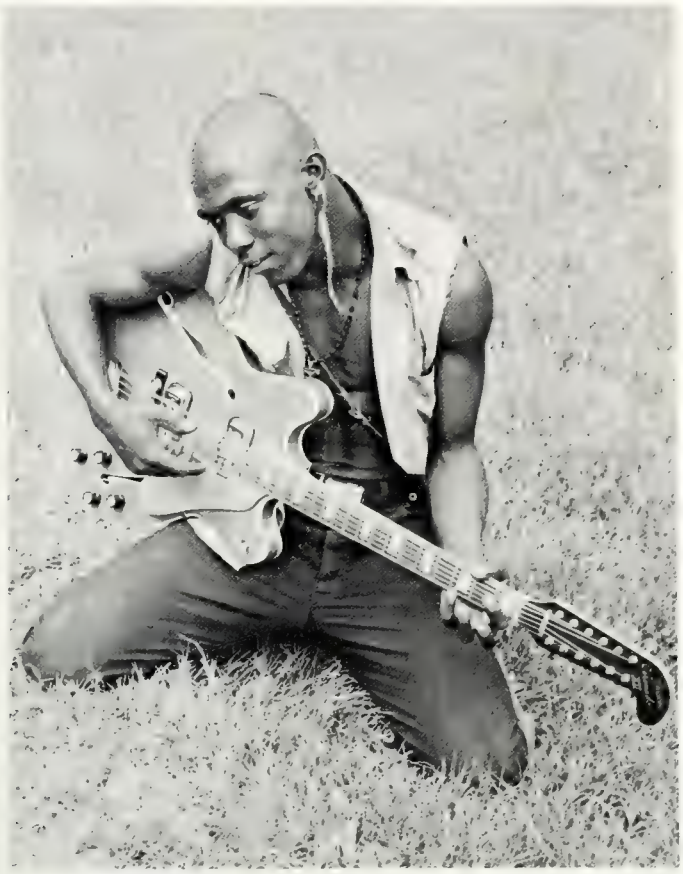




JERRY CLAWGES '72



DR. JAMES BAILES '66



JOE WALKER '69



DAVE NICHOLSON '50

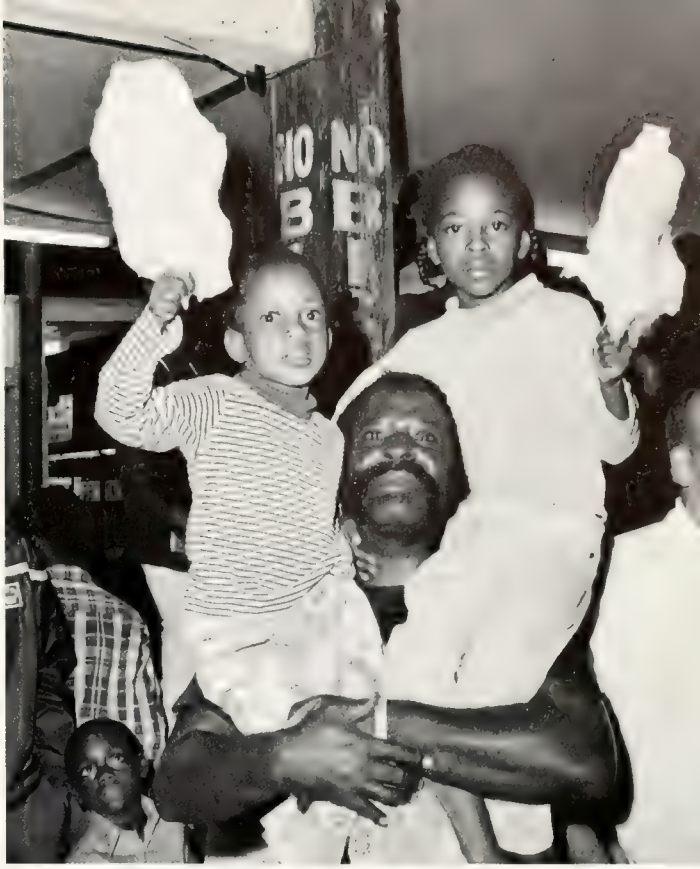
NEILL WHITLOCK '69/*Honorable Mention*







STEVE BOWLES '69



CHARLES SEWELL '73



JERRY CLAWGES '72



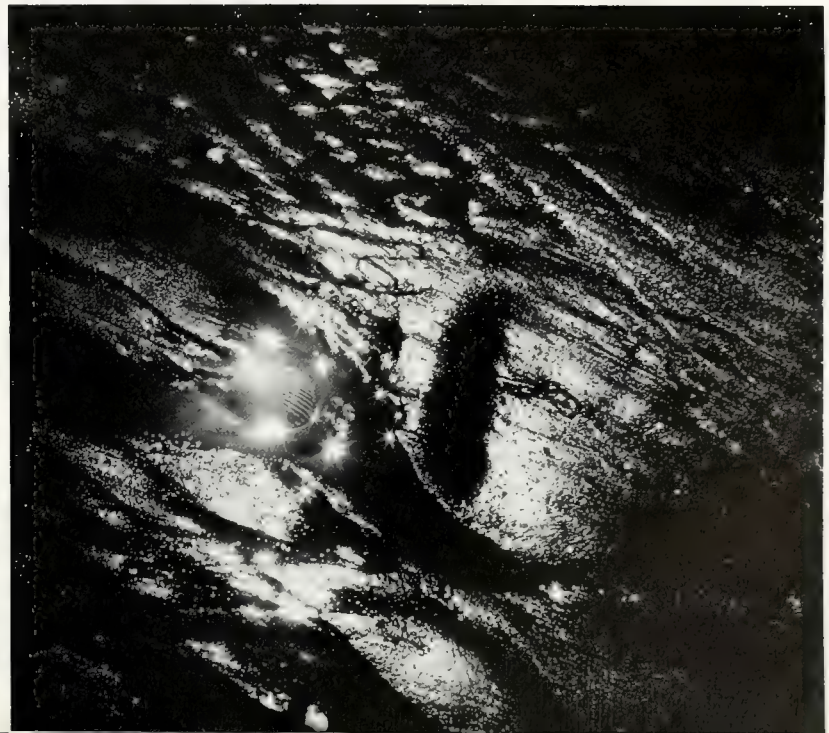
JEFF BLOOM '71

JOHN WILKERSON '72/*Honorable Mention*





JEFF BLOOM '71



CHARLES SEWELL '73



NEILL WHITLOCK '69



JIM WILLSON '72



DR. JAMES BAILES '66



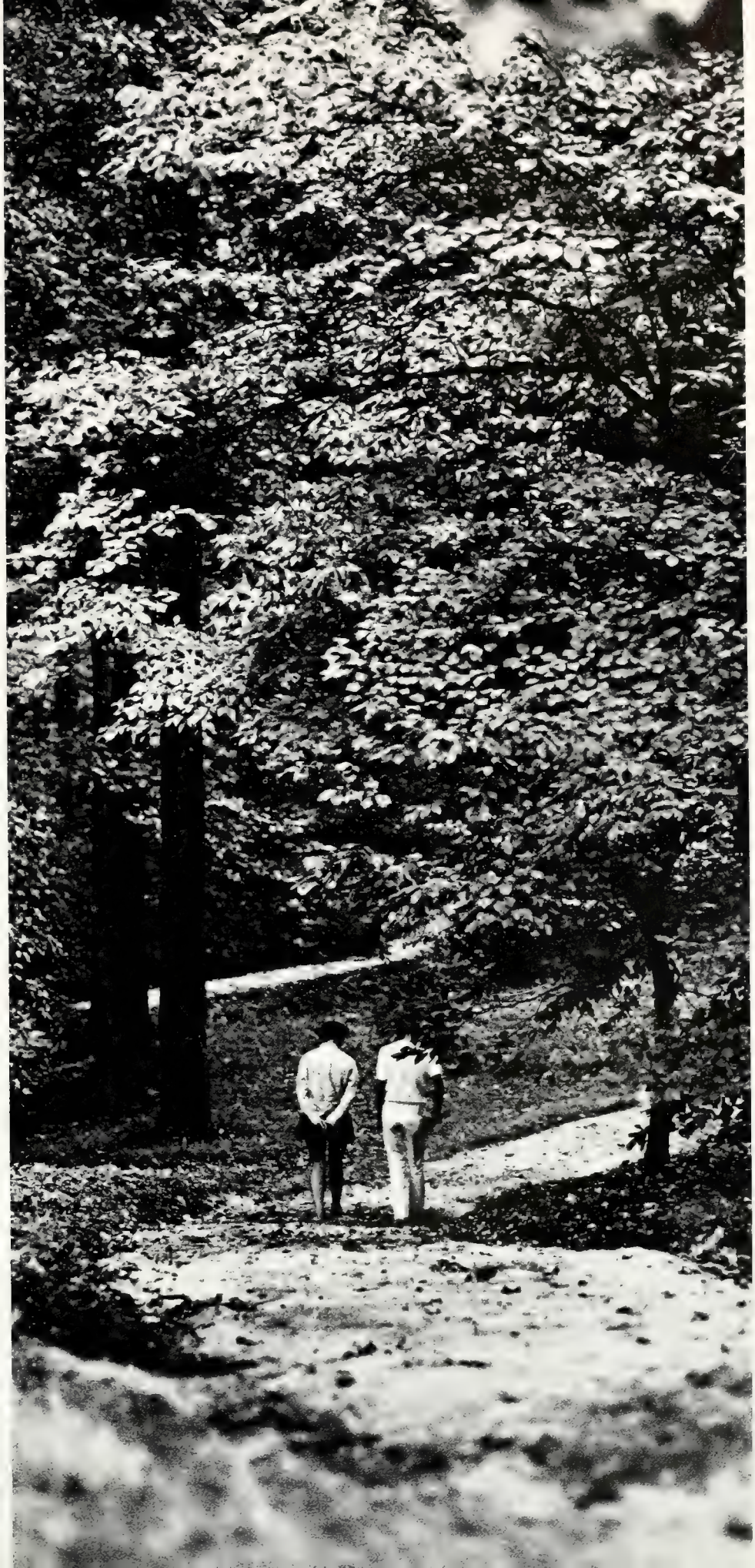
NEILL WHITLOCK '69



JOHN WILKERSON '72



JIM WILLSON '72



JOHN WILKERSON '72

Class Notes

Photographs by John Wilkerson



During his Founders Day address on the morning of Homecoming, October 24, 1970, Dr. E. Garness Purdom, dynamic Guilford professor for over forty years, entertainingly recounted some highlights from Guilford's past and reflected upon the college's progress.

1903

Delia R. Winslow is a retired postmaster and is now living with her daughter in Virginia Beach, Virginia. Delia writes, "As a real 'old timer', I too would like to see news of our age group. In our class of 1903 there were only nine graduates; of the four girls, I know I am the only one living. How about the boys? Speak out and let us hear from each other."

1922

Dr. R. A. Lineberry and *Mrs. Ethel Lindley Self* were married June 20. They live in Siler City, North Carolina.

1926

After forty-four years as a teacher, *Geneva Highfill* of High Point has retired. Geneva plans to continue writing, painting, reading, and teaching. Scheduled for publication this past summer was her book, *The English Grammer Drills (And Diagrams)*, based upon the guidelines and writing mechanics she developed in her English classes.

1929

J. Cranford Hoyle has retired from all coaching duties at the high school in Roanoke Rapids, North Carolina. He writes, "I'm going to be the athletic director from now on. It was my decision. . . . Forty years of dealing with youngsters is a long time."

1943

Having been awarded a scholarship by the Iowa Library Association, *Corinne Feldt Field Stutts* has graduated from the University of Iowa with a master's degree in library science.

1944

Ben G. Runkle has been appointed director of public information for the North Carolina Department of Mental Health. Ben and his wife and two children live in Raleigh.

Elizabeth Bailey Scott is teaching advanced creative writing in a four-county program of adult education. Her husband, Larry, recently received his Ph.D. in food science from the University of Missouri. The Scotts live in River Falls, Wisconsin. Their daughter Rosemary is a junior psychology major at Guilford.

1946

Leo Peralta, husband of *Iris Beville Peralta,* died suddenly of a heart attack in April. Iris and her two children, Deborah, age fourteen, and Douglas, age twelve, plan to remain in Fort Pierce, Florida. She welcomes hearing from classmates and friends.

1948

Albert Rusack is a high school teacher at Washington Academy in Salem, New York.

Elvin E. Strowd, head of the circulation department of Perkins Library at Duke University since 1955, has been promoted to assistant librarian. He and his wife have four sons. The Strowds live in Durham, North Carolina.

1949

William R. George has joined the North Carolina Department of Public Instruction. He has assumed duties as a consultant in the Trainable and Educable Mentally Retarded Section of the Division for Exceptional Children in Chapel Hill.

1951

Dr. Norman A. Fox has retired from his private medical practice in Greensboro and has joined the Yellowstone National Park Medical Service.

Henry Maclin IV was awarded the chartered life underwriter designation at the national conferment exercises of the American College of Life Underwriters. The exercises were held in New Orleans on September 28, 1970. The C.L.U. Program was established to meet the professional education needs of men and women who provide life and health insurance services for the public.

1952

Donald Vern Dunlap is an ESSA Weather Bureau State Climatologist for New Jersey. He also is an adjunct faculty member to the Department of Meteorology at Rutgers University.

After being a full-time mother and housewife for ten years, *Lucy Leake Ingram* went back to the University of North Carolina at Greensboro and earned a master's degree in education with a concentration in guidance and counseling. Lucy writes, "I am now beginning my second year as school counselor at the Lexington Middle School in Lexington, North Carolina, and love it!" Her husband, *Clinton Ingram* '51, holds the position of City Recreation Director in nearby Thomasville. The Ingrams have two sons: Mike, seventeen, and Tony, fourteen.

Richard Allan MacQuarrie received an M.A. degree at the American University 1970 commencement.

J. Bruce Morton has joined Clyde A. Shreve in law practice to form the firm of Shreve and Morton. He and his wife and their four children live in Greensboro.

1953

Charles Gaddy, a Raleigh disk jockey, has turned his talents to a new television morning talk show.

Edwin R. Kinsey, Jr. and *Marilyn Sue Linhart Wilson* were married May 30. They live in Brookeville, Maryland.

1955

The *Reverend Fred P. Albright, Jr.* has moved from Willow Springs, North Carolina, to become pastor of the Maysville and New Store Presbyterian Churches in Buckingham, Virginia. While in Willow Springs, he pastored the New Hope Presbyterian Church.

Donald C. Percise is a sales representative for Crawford-Norwood Company Realtors. He and his wife and three children live in Goldsboro, North Carolina. Donald was a division chairman in Goldsboro's United Fund campaign this year.

1956

Robert Alligood recently became principal at Rose Senior High School in Greenville, North Carolina.

For the past four years, *William O. Leonard* of Greensboro has been a partner in the firm of Toole, Leonard and Associates, management consultants in the field of industrial relations. He joined Cone Mills Corporation in June as director of industrial relations.

James E. Mims has been promoted to vice president of North Carolina National Bank in Greensboro. As a metropolitan area director for NCNB, he is in charge of four branch offices.

1957

R. Larry Emerson has been named group manager of Stedman Manufacturing Company's North Carolina sewing plants. Formerly manager of the firm's plant in Maxton, Emerson now supervises all sewing operations in plants located at Asheboro, Maxton, Red Springs, and Lumberton.

1958

Wade Craven Mackie is teaching at DePauw University in the speech department. He is living in Greencastle, Indiana.

Phillip L. Welch teaches language arts to seventh and eighth graders in Troy, North Carolina. He is also

Guilford College's Scottish pipe and drum corps (below) leads the procession of bands, floats, and Homecoming Queen contestants in the annual Homecoming parade.

Last year's Homecoming Queen, Miss Susan Wiemann '72 of Manhasset, N. Y., waves to parade watchers.

The men of English Dorm (below right) presented their answer to the Women's Lib movement by entering a male candidate for Homecoming Queen. Contestant Terry Romine '74 of Orangeville, Ohio, is paraded around the stadium on a litter borne by his "subjects."













The float (top) entered by Mary Hobbs Dorm, winner of the float competition, depicts a Quaker "jack-in-the-box" bopping a Blue Hose challenger from Presbyterian College over the head.

A Homecoming Queen candidate carries her "Beat the Blue Hose" message through Armfield stadium.

Carolyn Taylor '73 (bottom right) of Media, Pa., whoops it up before the game.

serving as a member of the Montgomery County Board of Education.

1959

Edwin B. Carroll, assistant principal of Western Guilford High School near Greensboro, was recently named to a three-year term on the Guilford County Board of Social Services.

William H. Crofton and his wife and two children, Billy, nine, and Sheri, eight, have moved from Winston-Salem to Raleigh. William is a Systems and Procedures Analyst for the North Carolina Employment Security Commission.

C. Kenneth Miller, Jr. has been appointed an operations officer with the Philadelphia National Bank. Before the appointment, he was in Data Processing Sales and Services. The Millers live in Warminster, Pennsylvania. They have two sons.

1960

Ginette Bourdareau Smith and Kenneth W. Smith announce the birth of a son, Eric Kenneth, born March 22. Ken is a Senior Research Chemical Engineer with Mobil Oil. His job takes him all over the world. Ginette writes that she is "happy to have a little one to keep me company at home!" The Smiths live in Woodbury, New Jersey.

1961

Brodie B. Baker, Jr. has been promoted to manager of employee benefits of the Hanes Corporation in Winston-Salem. He and his wife have one son.

Formerly assistant cashier and a credit analyst in the Greensboro Regional Credit Department of North Carolina National Bank, *A. T. Barbee, Jr.* has been transferred to Statesville as manager of NCNB's Westgate office.

1962

A. Boyce Crothers has been promoted to senior cost analyst at North Carolina National Bank in Charlotte. He was previously manager of the Queensgate office.

David and *Leah Harris Edgerton* '64 announce the birth of their third daughter, Stephanie Lynn. The Edgertons and their other daughters, Beth Anne, four and one-half, and Lari Allison, three, live in Greensboro. David is a cost accountant with Glen Raven Mills.

1963

Mary Ruth Thomas and *George H. Benjamin* were married May 30.

George received his M.D. degree from the University of Arkansas School of Medicine. He is interning at Harborview Medical Center in Seattle, Washington.

An assistant coach for the past five years, *Walter Wiggans* has been elevated to the position of head football coach at Rocky Mount Senior High, Rocky Mount, North Carolina.

1964

Robert Black, previously assistant director at Lewis Community Center in Greensboro, has been appointed director.

Daniel B. Gregory, formerly mortgage loan officer of North Carolina National Bank Mortgage Corporation, has been promoted to manager of the corporation's Durham-Chapel Hill residential production office. He is living in Durham.

Edward L. Murrelle has been made a partner in the law firm of Jordan, Wright, Nichols, Caffrey and Hill. He and his wife and four children live in Greensboro.

1965

Herman Clark has joined the faculty at James Kenan High School where he is head football coach. Herman and his wife and their two daughters live in Warsaw, North Carolina.

Brenda Gail Hamrick and Steve Howard Martin were married August 5. Brenda is a social worker at Cleveland County Mental Health Clinic. The Martins live in Shelby, North Carolina.

Emily Gordon Barbour and *Larry Wayne Simmons* were married September 19. They live in Chapel Hill where both are working on master's degrees in social work at the University of North Carolina.

1966

Richard Latta has been named the director of planning, research, and public relations by the Guilford County Economic Opportunity Council. His duties center on developing program ideas and searching for funds to implement new projects.

Captain Robert T. Mackie is a dental officer assigned to the 57th Tactical Hospital at Nellis Air Force Base in Nevada.

Kimrey D. Newlin has been awarded the Master of Engineering in Industrial Engineering degree by Texas A & M University. Kim has been assigned to the U. S. Army Logistics Management Center, Fort Lee, Virginia, where he will be teach-

The Quakers bring down Presbyterian's ball carrier. However, to the dismay of President and Mrs. Grimsley Hobbs, the Blue Hose forge ahead to lead 21 to 7 at halftime.









Clad in purple and laureled as a Roman emperor, Guilford's first male Homecoming Queen candidate in history, Terry Romine, is escorted by Simon Suarez of the Dominican Republic on to the field during halftime ceremonies.

Sophomore Sylvia Ann Harris of Harrisburg, Pa., was named Homecoming's "honorary attendant."

ing Integrated Logistics Support. This is a civil service position.

Randy Harold Sides and *Pamela Lee Pancoast* '70 were married August 8. They are living in Greensboro.

1967

Richard Lee Coleman and Beverly Elaine Naylor were married July 26. Richard is completing a master's degree in guidance and counseling at the University of North Carolina at Greensboro. He works as a rehabilitation counselor in the Winston-Salem office of North Carolina Vocational Rehabilitation.

Sergeant Wayne D. Harris has received the U. S. Air Force Commendation Medal at Aiken Air Force Station, South Carolina. Wayne is an administrative specialist and was decorated for meritorious service. He was married June 20 to Geraldine Devane Futrelle.

Society For Visual Education, Inc. has named *William Robert Keller* to the post of district manager in southeast Virginia and northeast North Carolina. Bob lives in Greensboro.

Helen Jacquelyn Pullin and *Randolph McPhail King* were married August 9. Randy is a member of the faculty of Charles B. Aycock High School, where he teaches biology and is head baseball coach. The Kings live in Pikeville, North Carolina.

Judith Elizabeth Marley and Lloyd Davis Mercer were married May 11.

Ronald M. Price has begun work as a staff attorney with the North Carolina Attorney General's Office. He and his wife, *Ramona D. Price* '68, live in Raleigh.

James A. Roberson, consumer credit officer in the Greensboro offices of North Carolina National Bank, has transferred to Tryon as manager of the NCNB Consumer Credit Department.

Marianne Dalrymple Russell has been appointed to the position of library cataloger at Susquehanna University. Marianne and her husband live in Sunbury, Pennsylvania.

Dan Whitley is a student at the Earlham School of Religion in Richmond, Indiana.

1968

William Carl Bullock has received his master's degree in business administration from East Tennessee State University.

Mary Lee Coleman and *Daniel White Allen* '69 were married September 12. They live in Richmond, Virginia.

Richard Clement Moore, Jr. and *Jessica Latham Collins* were married June 28. Jessica is a guidance counselor. They live in Charlottesville, Virginia.

David P. Conrad has been commissioned a second lieutenant in the U.S. Air Force. He has been assigned to Randolph Air Force Base in Texas.

Barbara Elizabeth Knie and *Clifford Bell Holtzclaw* were married June 27. He is employed by Sears, Roebuck and Company. They are living in Savannah, Georgia.

Ginny Jo Truslow and *Benjamin Smith Kennerly* were married June 20. He teaches humanities in a junior high school. They are living in Charlotte.

Dinah Little is a second grade teacher in Anne Arundel County, Maryland.

U. S. Air Force Airman First Class *Jerry W. Mitchell* is on duty at Tan Son Nhut Air Base, Vietnam. He is an administrative specialist.

Paul Eldridge Farley and *Pamela Elizabeth Moser* were married August 2. They live in Providence, Rhode Island, where Pamela is an elementary teacher.

John Franklin Owensby II and *Connie Frances Carter* were married June 6. Connie is employed as a medical technologist at Moses Cone Hospital in Greensboro. John taught and coached at Fort Mills, South Carolina, and has recently completed his basic training with the National Guard.

Jean Gray Parker and John Robert Hufstader were married May 23. They live in Elizabeth City, North Carolina.

Jane Hunter Smith and her husband, Don, are the parents of William Henry Smith, born September 5, 1970. The Smiths live in Columbus, Ohio.

Linda Carol Stultz and Ronald Alvis King were married August 22. They are living in Charleston, West Virginia.

Vann Barnes Tyner has received a master's degree in business administration from East Tennessee State University.

Jennie Britt Armfield and *Thomas David Tyson III* were married September 5. Thomas is employed at Hatteras Yacht Company as an engineer. The Tysons live in High Point.

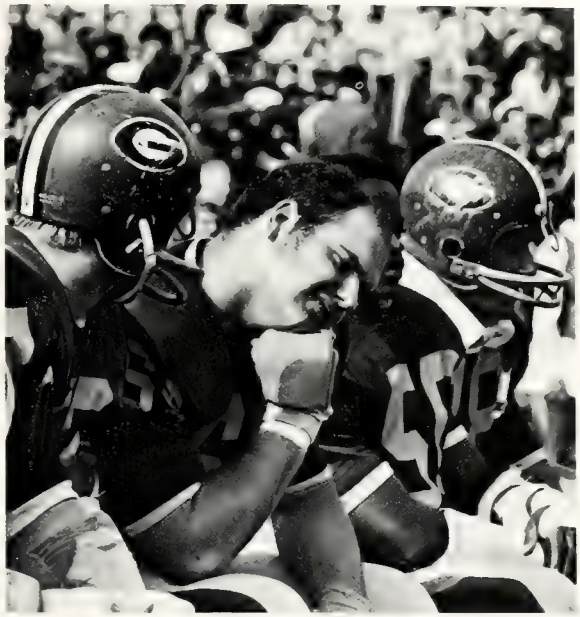
Dianne Ruth White and Donald Griffen Ledbetter were married May 30. A former minister of youth, Dianne now attends Southeastern Seminary in Wake Forest, North Carolina, where they are living.



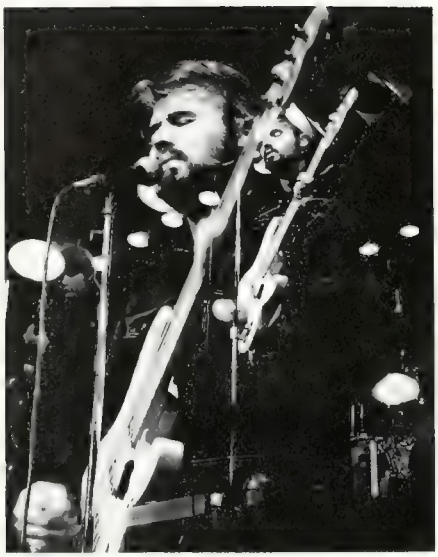
A surprised and thrilled Homecoming Queen of 1970, Rachel Phillips, is congratulated by friends. Miss Phillips is a junior elementary education major and is from High Point, N. C.

As play resumed on the field, Quaker hopes of a Homecoming victory were further spoiled by a widened aerial attack by the Blue Hose. The overflow Homecoming crowd, estimated at 3,500 and the largest in several years, witnessed the Quakers lose 28 to 7.









A concert by the popular recording group Kenny Rogers and The First Edition wound up 1970's Homecoming celebration for students and returning alumni. (Double exposure photo of Kenny Rogers by Jim Willson.)

1969

Lucile Walton Hinshaw and *Robert Herron Cathey, Jr.* were married June 13. They are living in Rocky Mount, Virginia, where Bob is employed by Burlington Industries.

Linda Ann Farrar and *Phillip Matthews Joseph* were married in July. They are living in Augsbury, Germany, where Phillip is serving as a medic with the U. S. Army.

Patricia Anne Mattocks and *John Geib Trimpi* were married June 13. John is a law student at Wake Forest University. Patricia teaches high school Spanish. They are living in Winston-Salem.

Joan LaVonne Tuttle and *Barzillai Graves Kerr III* were married June 13. He teaches high school. They are living in Charlotte.

Walter Michael Pickett and Nina Jeanne Legg were married May 16. Michael is employed by North Carolina National Bank as a credit analyst. He and his wife recently bought a home on Magnolia Street in Greensboro.

Army Pfc. *Robert W. (Chick) Pless,* currently serving in West Berlin, Germany, has been awarded two honors. As a result of exemplary performances, he was selected as "outstanding trainee" of his company. He was also named the honor graduate of B company, Third Battalion, First AIT Brigade.

Carol Lynne Schofield and *Wiley Lloyd Smith, Jr.* were married June 2. Wiley is a graduate student at the University of North Carolina in Chapel Hill where they now live.

Ann Terrell Cobb and *William Jenkins Williamson* were married June 20. William has completed a tour of active duty with the National Guard at Fort Sill, Oklahoma.

1970

Lloyd William Baird has been appointed to serve as a special district executive in northern Randolph and southern Guilford counties by the General Greene Council of the Boy Scouts of America.

David Peele Gray, Jr. and Bobbye Ellen Shelton were married July 25. They are living in Greensboro.

Bahnson David Hall and *Bessie Charlotte Hobby* were married August 1. They live in Winston-Salem where Charlotte teaches fourth grade at Skyland Elementary School.

Keith Alfred Abernathy and *Constance Ann Post* were married August 8. Connie is teaching in Ann Arbor, Michigan, where she and her husband reside.

Mary Ellen Preyer and Philip Benjamin Davis were married June 27. Ellen is employed at a drug rehabilitation center. They are living in Charlotte.

Deaths

Virginia Redding '05 of Randleman, North Carolina, died May 16 at the age of eighty-eight. She had been a patient at Maryfield Nursing Home in High Point for the past four years.

* * *

David H. Couch '06 of Sarasota, Florida, died August 29.

* * *

Dr. Roy C. Mitchell '15 of Mount Airy, North Carolina, died August 31 at the age seventy-six.

* * *

Itimous T. Valentine '17, a former associate justice of the North Carolina Supreme Court, died July 27 at the age of eighty-two. Valentine was appointed to the state's highest court in the fall of 1951 by the late Governor W. Kerr Scott. In the Democratic primary of 1952, Valentine was opposed and defeated by the late Chief Justice R. Hunt Parker.

A Nash County native, Valentine was president of the senior class, editor of the student newspaper, and president of the Democratic club while at Guilford.

He studied law at Wake Forest University. He was senior law partner in the firm of Valentine, Valentine and Adams until his retirement a year ago.

Valentine was prosecuting attorney of Nash Recorders Court for twelve years. He was a former member of the board of aldermen of the City of Nashville. During the administration of Governor J. Melville Broughton, he served on the State Board of Charities and Public Welfare.

He is survived by his wife, Mrs. Hazel Armstrong Valentine, three daughters, and two sons.

* * *

Vivian Hayworth Williard '19 of Jamestown, North Carolina, died June 6 at the age of seventy-two.

* * *

Bunyan H. Andrew '31 died July 2 at the age of sixty-two. At the time of his death he was professor of history and chairman of the Division of Social Sciences at Illinois Wesleyan University where he had been since 1945.

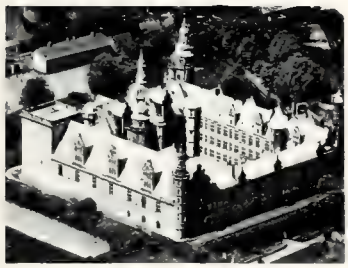
* * *

Jennie Cannon Carter '48 of Winterhaven, Florida, died July 2. At the time of her death she was engaged to teach French and Spanish at Polk Junior College.

* * *

Joy Welborn Conaway '50 of Yadkinville, North Carolina, died June 25 in a motorcycle accident.

SCANDINAVIA







The Land of the Midnight Sun is your destination on the 1971 Guilford College Alumni Tour. Yes, for two weeks Norway's spectacular fjords, Sweden's timeless beauty, and Denmark's fairy tale country are yours to experience.

Your jet will whisk you from New York on July 19 to wonderful Copenhagen. Once in Hans Christian Andersen country, you will visit Tivoli Gardens, see the famed Little Mermaid statue overlooking the harbor, and tour Kronberg Castle—the setting for Shakespeare's *Hamlet*.

Your next stop is Stockholm, where you'll stroll through the medieval streets of the Old Town, visit the nobly proportioned Royal Palace, and feast on a sumptuous smorgasbord.

On to Oslo, Norway's Viking capital. Your sightseeing tour includes authentic Viking ships, the original Kon-Tiki raft, and the changing of the guard at the Royal Palace. You'll also have plenty of time to shop for gaily patterned ski sweaters, enameled silver, and Lapland handicrafts.

After a delightful journey through the magnificent Norwegian fjord country, your final destination is Bergen, a charming old Hanseatic port. Your last days in pleasant Scandinavia are spent sampling traditional Norwegian food, watching folk dancers, and shopping for those last minute souvenirs. You'll jet back to New York on August 2.

The tour price of $850 includes travel, accomodations, sightseeing, and almost all meals. The services of a professional tour company have been secured to take care of all details for a worry-free vacation. Alumni and their families and friends are all invited to join this unique travel opportunity. For further information, write: Alumni Tour, Guilford College, Greensboro, N. C. 27410.

DECEMBER 1970

GUILFORD

COLLEGE BULLETIN ALUMNI ISSUE

Guilford College Greensboro, N. C. 27410
Address Correction Requested



NEILL WHITLOCK '69